



THE FIRST DAY – Student Orientation

A PREPARATION GUIDE 2020-21



+1 905 604 7533

7030 Woodbine Avenue, Suite 800 | Markham, ON, Canada L3R 6G2

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What to Do in your First Class

- **This First Day of Class Student Orientation document** includes tips for handling that first class and ice breakers and games you can use to help you and the students get to know each other and begin to create a sense of community in the classroom. Be sure to review this package and use these activities rather than jumping right into the first academic lesson.
- **An introduction to the Rosedale Program**, how it works
- **Video Introduction of the Online Teacher**
- **A review of the Student Responsibilities and Academic Policies** outlined in this document must be part of the first few classes of a new school year
- **Review the Essential Skills self-evaluation checklist with students** so they understand that they will be assessed on these skills throughout the course.
- **Review the course overview in your Moodle course with your students.** This will help them to understand the content of the course, the evaluation strategies and the number of assignments required.
- **Review KICA and rubrics**
- **Distribute dual language vocabulary lists** if they are available for your subject.
- **Have students complete the exit card** provided at the end of the first day's lesson and at the end of the first week of classes. This will provide you with feedback on whether your ESL students are understanding you.

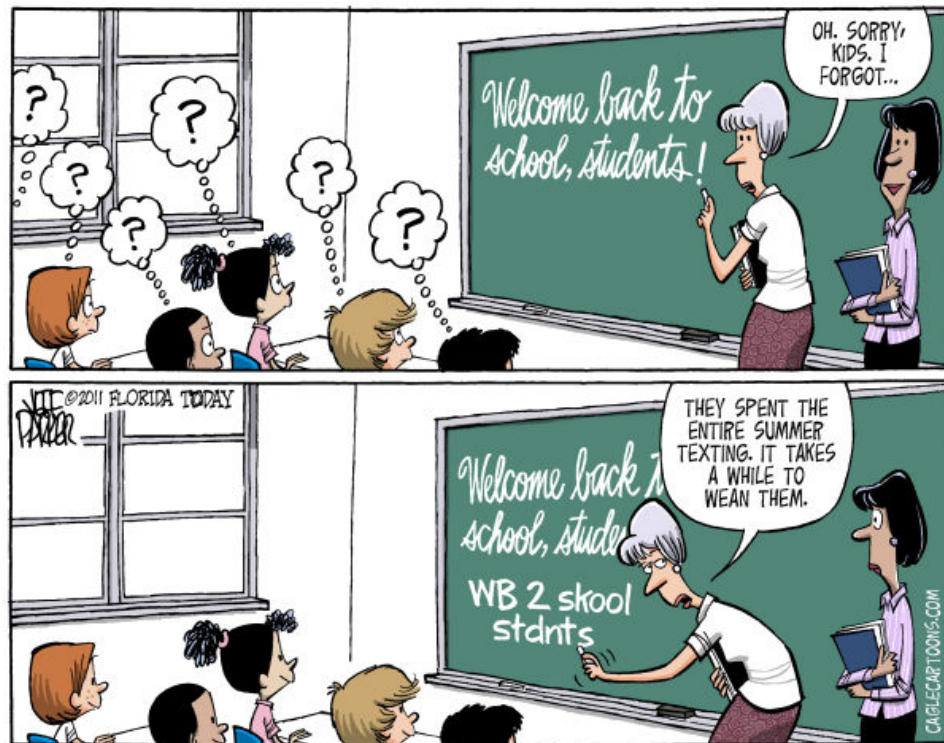
Student Responsibilities

***All teachers need to understand these policies and it is the responsibility of the Classroom Teacher to clearly communicate these with the students in the first few classes of any given course.**

1. Course Schedule (Deadline Manager)
2. Academic Integrity Policy and Course on Moodle
3. Rosedale Code of Conduct
4. Getting Started Course on Moodle
5. Lockdown Browser Setup and Installation

Your First Class

It's your first day, you are in a new country, new city, new school, and you are nervous, we all were! Here are a few gentle reminders to help you get through your first day.



1. The students are probably more nervous than you are.
2. Start your class off with a getting to know your questionnaire and some low-risk ice breakers, such as a name game or one of the ice breakers that are low risk and don't put students on the spot too much. For instance, in Blobs and Lines, the questions are easy enough to answer, and in The Ball Pit, students read and share with just one other person.
3. Pay attention to what your students are doing – if you notice them fading, take a quick 2-minute stretch break. You don't need to think of something extremely creative, just a stand up and do jumping jacks or take a walk around the class keeps it simple enough.
4. There are a lot of administrative tasks that you will need to complete with students on the first day. These include reviewing school policies, and the course overview before beginning any academic teaching.
5. As well, before you start teaching, try to figure out where the students are at, whether it's a simple review activity, or a short diagnostic of students' writing abilities, you should try to get to know your students and what level they are at. You may be tempted to stand at the front and begin your PowerPoint, but if you give the students an activity

to do, such as write down 5 things about yourself that are interesting, and give students time to do it, you will get a chance to break the teacher/student barrier by walking around and reading their answers, finding something interesting about each student. That way all eyes are not on you right away, and it also gives you a chance to get to know your students.

6. Remember to smile, it's your best ice-breaker!

Consider using a questionnaire like the one below to help you to get to know your students better on the first day.

Student Questionnaire

1. What is your name?
2. What do you like to be called?
3. When is your birthday?
4. Do you have any brothers or sisters? If so, how old are they?
5. Do you have a pet? Tell me more about your pet.
6. What do you like to do for fun?
7. What is challenging for you?
8. What would you like to learn about this year?
9. What types of books do you read?
10. What is the most important thing you would like me to know about you?
11. What do you expect from me as your teacher?

ESL-Friendly Ice Breakers to Use in Any Subject

Ice-Breaker 1: BLOBS AND LINES

In this icebreaker, students are prompted to either line up in some particular order (by birthday, for example) or gather in “blobs” based on something they have in common (similar shoes, for example). What’s great about this game is that it **helps students quickly discover things they have in common**. It’s also ridiculously easy: Students don’t have to come up with anything clever, and they can respond to every question without thinking too hard about it. This game keeps students moving and talking, and it builds a sense of belonging and community in your classroom.

Here are some sample prompts you can use for this game:

- Line up in alphabetical order by your first names.
- Line up in alphabetical order by your last names.
- Gather with people who have the same eye color as you.
- Gather with people who get to school in the same way as you (car, bus, walk).
- Line up in order of your birthdays, from January 1 through December 31.
- Line up in order of how many languages you speak.
- Gather into 3 blobs: Those who have LOTS of chores at home, those who have A FEW chores at home, and those who have NO chores at home.
- Gather with people who have the same favorite season as you.

Ice-Breaker 2: The Ball Pit

This is an activity that allows students to get to know each other without having to stand up in front of the whole class. You can vary it in many ways depending on your class.

1. Give each student 3 or 4 pieces of paper and ask them to write one question or an instruction on each one, reminding them to use their imagination a little – we don’t want boring questions like *where are you from?* after all.
2. Once they’ve written a question, ask them to scrunch it up and throw it into the middle of the classroom – the ball pit. When everyone has finished there should be plenty of questions in the ball pit. As the teacher, it’s also worthwhile putting some pre-prepared questions into the ball pit.
3. Ask students to come into the middle of the room, put them into pairs and tell them to take turns picking a ‘ball’ from the pit and then answering that question, before inviting their partner’s own response.
4. Once they’ve answered the question tell them to throw the ‘ball’ back into the pit for someone else to find.
5. Switch the pairs around every few minutes, ensuring that students get to speak to as many people as possible.
6. Conduct class feedback, asking students to report any interesting things they learned about their new classmates.

This activity can also be done as a 'snowball fight', where students throw the balls at each other around the class and answer any which land close to them.

Getting to Know You BINGO

Instructions:

Walk around the room talking to your classmates and asking them if they fit the description in any of the squares.

Write the first and last name of the person you meet that fits the description in each square. A classmate's name can only be used once.

The first person who gets names in a full line on the BINGO board shouts BINGO! and wins the game.

Find someone who....				
Can juggle	Went to see a movie in the last two weeks	Wears the same size shoe as you	Has met someone famous	Travelled outside of China in the past year
Plays a musical instrument	Likes to eat sushi	Read 3 or more books in the past 3 months	Has a birthday in the same month as you	Can do a cartwheel
Plays badminton	Likes to dance	Free Space	Is wearing earrings	Has recently flown in an airplane
Sings in the shower	Plays basketball	Can touch their tongue to their nose	Has been to a live concert in the past year	Has a pet
Dislikes chocolate	Is afraid of spiders	Swims in their spare time	Is wearing blue	Loves to cook

ESL Courses: Activities

GOAL: Getting to know your students' prior knowledge/skills in the following strands:

- Grammar
 1. Point to random objects in the class and ask for their location (prepositions)
 2. Let them describe you in 2 words (Adjectives)
 3. Let them talk about their morning routine (nouns – action words and adverbs – describing action words)
- Vocabulary/Pronunciation
 1. Play Pictionary – Give one student a word (preferably something they can draw) and have the student draw on the board. Let the class guess what the picture represents
- Listening/Speaking/Fluency
 1. Play the attached video (s)
 2. <http://rosedaletube.com/zfiles/English/ESL/eslco/Unit9/9-2-getting-to-know-someone.mp4>
 3. Have them describe what they saw.
 4. Make 2 teams. Have both teams come up with 5 questions related to the video
 5. Both teams take turns to ask their questions. Award points or stars for every right answer.

- Writing

1. Get them to write 5 to 10 lines about their experience in this first day of school.

Things they enjoyed, things they found confusing/challenging, things that got them curious and so on.

Math Ice Breaker: What's Your Math Number?

Conduct the following activity with the group as ice breaker.

You will ask the students the question, "What's your math number?" and then explain what a #1, #2, and #3 using the following:

If you are a Number One

- Math Comes Easily to you and you usually understand a concept the very first time it is presented to you
- You don't like showing your work
- You get frustrated by people who don't "get it" as quickly as you do
- You are good at estimating
- You sometimes arrive at the correct answer without any effort at all but are unable to explain how you know it is the correct answer

If you are a Number Two

- You may or may not like math, but you usually make good grades.
- You are a detail-oriented person who takes good notes and you don't like to skip steps
- You may not always understand something the first time it is explained, but after a few examples, it becomes easy to you.
- Other students often ask you for help with their assignments or class work

If you are a Number Three

- You have never liked math
- You often "lose" your homework or fail to complete it.
- You often hear your parents say, "I was never good at math, so you won't be either".

- In the past, you have dreaded going to math class.
- You did fine with math until they started using letters of the alphabet!

Instructions:

- Now you will ask them to think about what number they are and why but to not say anything out loud.
- After 2-3 minutes of thinking, you will ask them to get together with their partner, introduce themselves, and take turns sharing their math number and their reasons for picking this number.
- After the partners have a chance to visit, group them into bigger groups and ask each partner to introduce their other partner and tells the group their math number and why.

At the end of the activity, have all the 'ones' raise their hands and then the 'twos' and the 'threes'.

This activity will relieve some of the first day tension that many students feel on the first day of a new math class and will provide you the insight into the personalities of your students and you will learn about the dynamics of the class.

Math Activity – 12U Functions

Introductory Group Activity: Jeopardy

Purpose:

The purpose of this activity is to engage students in reviewing some of the basic prerequisite skills related to functions using a group activity. This activity encourages communication, critical thinking, problem solving and is a fun way for students to interact with each other while performing an enjoyable task. This is also an opportunity for students to refresh their knowledge of functions as well as an opportunity for you to gauge the level of understanding of the students in the course.

How to Play?

It is best to open the activity on the projector (or screen) and introduce how the game works. Otherwise too many will say 'I don't get it'. Weaker groups may need careful step by step instructions.

Students will play a game called Jeopardy*. Instant Jeopardy is designed for live play with up to 12 individuals or teams. Teams choose a question, then try to give the best answer. Scoring is built in for each team.

**Jeopardy is an American television game show created by Merv Griffin. The show features a quiz competition in which contestants are presented with general knowledge clues in the form of answers and must phrase their responses in the form of questions.*

This activity gives the students a problem-solving context as well – students like solving problems and there is always a sense of satisfaction in solving the question. There can be an aspect of competition as well: who solved the most, who was quickest or who made the least mistakes. Use whiteboard for clarification if students are confused.

Link to the Activity:

<http://rosedaletube.com/zfiles/math/functionsReview.html>

Follow Up Discussions:

- Continuous and Discrete Functions

<https://mathbitsnotebook.com/Algebra1/FunctionGraphs/FNGContinuousDiscrete.html>

- Functions vs Relations

<https://www.purplemath.com/modules/fcns.htm>

- Domain and Range of a Function

<https://www.intmath.com/functions-and-graphs/2a-domain-and-range.php>

- Factoring in Algebra

<https://www.mathsisfun.com/algebra/factoring.html>

First Day Exit Card

- Distribute the following exit card to each student prior to the end of class to get their feedback on how they experienced the first day in this course.
- Students complete this and hand it in on their way out of class. You can choose to have them include their name or be anonymous.
- This will help you as the teacher to quickly know if you need to adapt your instruction going forward.
- Consider giving the same exit card again at the end of the first week to see if the feedback has changed.

EXIT CARD

❖ **Circle the words that tell me how you are feeling about your first class in this course.**

I'm Excited

I'm Happy

It's Difficult

I Feel Lost

❖ **3 Things I learned today are...**

❖ **2 Things I have questions about are...**

❖ **1 Thing I found very difficult is...**

Appendix A: Additional Ice-Breakers and Energizers

THAT'S ME, THAT'S US

Tell the students that you will call out a series of questions, and those who identify or agree are to jump up and say, "That's me!"

Start with a few simple topics that are appropriate to the students' age level and interest.

Examples:

- ✦ How many people have moved in the last two years?
- ✦ How many people have green eyes?
- ✦ How many people like broccoli?

Pass the Beach Ball

Pass the beach ball. When the music stops – whoever has the beach ball must finish the sentence....

1. My name is...
2. I like...
3. I don't like...
4. My favourite colour is....
5. My favourite sport is....
6. My favourite food is... (etc...)

This is a Scarf....

In a circle, the teacher begins holding a scarf or any other artifact (umbrella, spoon, pencil, etc.)

Teacher says: This is a scarf, but it is not a scarf, it is a Hat (Teacher acts out the hat)

The teacher passes on the scarf to the next student who repeats with a new idea. This is a scarf, but it is not a scarf, it is a (skirt, kite, flag, apron, bandage, etc.....)

1,2,3 twizzle:

The student's mill around the room to music. The teacher calls out a number, for example "1" and the students form a group of "1" (or whatever number is called). Then teacher says the name of an object, such as "star". The students collectively form and freeze into that object. Students must remember where they stood in the room and who their partners were when each number was called.

Starting with "1", the teacher calls a variety of numbers, out of numerical sequence.

1	star
2	Ice cream cone
3	Rocket ship
4	Plate of spaghetti
5	A fire
6	A school bus
Entire class	Outer space

*To maintain an inclusive environment, if the group number does not divide evenly amongst the students, train the students to include the odd person making a larger group.

Zip, Zap, Bop

The class forms the circle. An imaginary lightning bolt is passed through the circle from one student to the next, by sending it through a hand motion. The sending student says “Zip”. The receiver further sends the lightning bolt to another student across the circle, saying “Zip”. If the student passes the bolt to the person on either side, they say “Zap”. If the receiving student wants to reject the bolt and block it, they put up their hands and say “Bop”, bouncing the bolt back to the sender. You may set the rule that one person may only be “bopped” 3 times.

Animal Groups

On the first day of school, gather all the students from a grade level in a large common area. Give each student a slip of paper with the name of an animal on it. Then give students instructions for the activity: They must locate the other members of their animal group by imitating that animal's sound only. No talking is allowed. The students might hesitate initially, but that hesitation soon gives way to a cacophony of sound as the kids moo, snort, and giggle their way into groups.

Zoom, Zoom, Brake

Stand in a circle. Teacher begins the car race by saying Zoom, going clockwise, the student next in the circle says Zoom, and continues around the circle. Each person has the opportunity to say Brake once. Brake! is the signal to change direction. Go backwards (counter clockwise) saying Zoom until the next person Brakes... Try to speed it up after each rotation.

Gotcha! (Grab the Finger or Cheese)

- Participants stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching on neighbor's outstretched palm.
- "When I say the word go, do two things.... grab the finger in your left hand, and prevent your right finger from being grabbed... 1 ... 2 ... 3 ... [add suspense] ... Go!".

- Repeat several times.
- Tom Leahy advises "put big energy, and your own style to it...it never fails to grab everyone's attention, bringing them immediately to the present...Provides perfect off the bus spark for the day....Good for 10 minutes".
- The trick is dramatizing the "Go!", the build up of suspense, and most will jump the gun, adding to the fun.
- Try a different trigger word, e.g., "Cheese", and mention lots of other "eeze" words for humor - peas, sneeze, wheeze, please and freeze.
- Or use the word/theme of the day e.g., "outdoor" to help get people listening to every word.

HAGOO

Separate the group into two even groups and have them stand in two separate lines (shoulder to shoulder) facing the opposite group. The two groups should be about three or four feet apart. The players at the opposite ends of each line are opponents. They will step out of the lines, so they are facing each other and looking down the middle of the two rows (like an old cowboy shoot-off). They will both say, "Hagoo" and start to walk down the row toward each other. They must not break eye contact and the object is to get to the opposite end of the line without laughing or smiling. When the players pass each other, they must continue to maintain eye contact. If a person does break eye contact, laughs, or smiles, they then must join the end of the line of the opposing team. The teams can do or say any silly things to make the opposing player crack up, but they must be careful not to make their own player lose concentration. The teams may NOT touch another player. This process will continue until everyone has had a turn. The team with the most players at the conclusion of the game, wins.

IS MRS. MUMBLE HOME?

The group will sit in a circle formation. One person will start by turning to the person next to them and say, "Is Mrs. Mumble home?" To which the person replies, "Who?" Then the first person says, "Mrs. Mumble." To which the second person replies, "I don't know, let me ask my neighbor." The conversation continues around the circle. The object of the game is to get the conversation moving fast without the two conversationalists showing their teeth. NOTE: To make it more difficult, send the message in opposite directions.

SHOE FACTORY

Have the group stand in a large circle shoulder to shoulder. Then have everyone remove their shoes and put them in the center. After the group has formed a pile with their shoes, the leader has everyone choose two different shoes other than their own. They should put them

on their feet (halfway if they are too small). The group then needs to successfully match the shoes and put them in proper pairs by standing next to the individual wearing the other shoe. This will probably result in a tangled mess - and lots of giggles!

HEIGHT LINE

Ask participants to close their eyes (if they feel comfortable). Without opening their eyes, the group is asked to arrange themselves by height in a straight line. They may choose to arrange by feeling height or some say their height out loud. The only restriction is that they may not open their eyes.

FOLLOW THE LEADER OR SIMON SAYS

BROKEN TELEPHONE

1. Form 5 parallel lines.
2. The first person in line silently reads the statement on the card.
3. Pass the message orally to the next person in line, all the way to the end of the line.
4. Once the message gets to the end of the line, share your message out loud.

Five Handshakes in Five Minutes

Check out the you tube video for instructions on the handshakes!

<https://www.youtube.com/watch?v=DV9C3CUd8jQ>

Choral Readings

Choose from the following poems:

1. **Hello My Name is Dracula**
by Douglas Florian

Hello my name is Dracula.
My clothing is all blackula.
I drive a cadillacula.
I am a maniacula.
I drink blood for a snackula.
Your neck I will attackula.
With teeth as sharp as tackula.
At dawn I hit the sackula.
Tomorrow I'll be backula.

2. Superhero Steve

I'm Steve the Superhero and you simply won't believe the superpowers I possess by merely being Steve.

My smile can crack a mirror and my breath can make you faint.

And when I take my socks off it's been known to peel the paint.

The power in my underarms can make a grown man cry.

A single burp can make you want to crawl away and die.

The bad guys know it's hopeless, so they all get up and leave
whenever they get wind of me-- the superhero Steve.

(Kenn Nesbitt)

3. Grandma's Glasses (with actions)

Here are Grandma's glasses.

And here is Grandma's hat.

And here's the way she folds her hands
and puts them in her lap.

Here are Grandpa's glasses.

And here is Grandpa's hat.

And here's the way he folds his arms

And takes a little nap.

TEAM CHARADES

Rules:

Within a specific category, each team will have to act out a scenario. Every member of the team must participate. They will have 45 seconds to 1 minute to come up with a scenario

Scoring:

First round: The first team to guess correctly will get 1 point as well as the team who presents.

Potential themes

1. Appliances – keyboard, microwave, toaster oven, refrigerator, washer, air conditioner, PVR
2. Occupations – construction worker, bus driver, politician, banker, professor, surgeon, mechanic, lawyer
3. Courses at school – family studies, biology, physics, philosophy, art, latin, history, geography

4. TV shows – Degrassi, The Simpsons, CSI, The Big Bang Theory, Dancing with the Stars, The Amazing Race, Survivor, Modern Family
5. Movies (Animation) – Tangled, Toy Story, Aladdin, Up, The Lion King, The Incredibles, Finding Nemo, Cars, Shrek
6. Superheroes and their movies – Superman, Batman, Ironman, Hulk, Fantastic Four, Incredibles, Flash

Final round: Each team wagers points. Presenting teams will get points for each team that guesses it correctly.

More ESL Activities

Word Association

- Start by saying a word, e.g. 'cold'. Go around class and each student says something that reminds them of the previous word.

One Word Story

- Ask the group to pick a topic for a story. Each person contributes one word as we go around the circle to complete a story.

Musical Words

- In groups of five or six, with each group member having one word wall card, students circulate the cards within their groups, while music is playing.
- When the music stops, the group members take turns giving the meaning of the word they have. Group members can challenge the correctness of the definition offered by their peer. If a group member cannot provide a definition, the group members discuss the meaning, asking the teacher for assistance, if necessary.

Vo-back-ulary

- Write a word on a card. (Use word wall words)
- Tape the word-card to the student's back without revealing the word to the student.
- Have the class give hints and clues to help the student guess which word is taped to his/her back.
- Continue the game using different students and different words.
- Alternate version: have all students with a card on their back at once and they mingle around the room. The student asks others questions that would have a yes or no answer to help them figure out what the word on their back is.

Try this great website for a jeopardy game that you can adapt for your content:

<https://jeopardylabs.com/>

For pre-made ESL classroom games you can use:

<http://www.eslgamesplus.com/classroom-games/>

Run to the Board

- Split students into two teams. Give each team a different colour chalk.
- Divide the board into two halves.
- Give students a topic they have learned in a previous lesson i.e.: sports
- Instruct students that they take turns in a relay to run up to the board to write a word related to the topic.
- After 3 minutes count the words. The team with the most words wins.

A Cup of Conversation

- Write one question per student on separate slips of paper and put them in a container.
- Each student picks a slip of paper from the cup, find a partner and talk for two minutes.
- Change partners as often as you feel they are enjoying and getting something out of the conversation.

Running Dictation

- Prepare 5 sentence strips in advance that tell a story or poem. It can be as easy or complex as required to meet student needs.
- Post them around the class
- Divide the students into pairs
- One student is the writer and the other is the runner
- Give the writer a scrap piece of paper.
- The runner has to find a sentence, read and memorize it and run back to tell the writer.
- Writer copies what the runner says.
- Once they have all five sentences, they must put them in order.
- Take up as a large group.

Who Am I?

Pin the name of a different famous person the back of each student so that they cannot see it. Then ask students to walk around the room asking each other questions about the identity of their person. The questions can only be answered by yes or no. The game continues until everyone has figured out who they are.