

First Day of School – Stations Activity

Note to the Teacher:

Thanks so much for downloading these materials! This activity is designed to get students out of their seats on the first day of school as they get to know you, meet a few classmates, and clarify what they need to do to have a great year in your class.

Pages #2-22 are designed to be projected for the class to see on the board. *(Every PDF reader has a “slideshow” or “view full screen” mode. If you’ve never projected from a PDF before, just search YouTube for the name of your PDF reader software and “full screen mode” to learn how to do this. Or, even better, just ask a teenager for help and you’ll be up and running in a few seconds.)*

Pages #24-39 are designed to be printed and posted around your classroom before students arrive. If available, print these pages on colored paper which will help them stand out and visually guide students to the next station during the rotation rounds.

Page #40 is an optional worksheet for students to complete after the stations activity is concluded or as homework. Print one per student and use whenever it best fits into your lesson plan.

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First, get eight sticky notes.





1



2



3



4

First, get eight sticky notes.
Then, number your sticky notes

#1, 2, 3, 4, 5, 6, 7, 8

Keep the #s
small



5



6

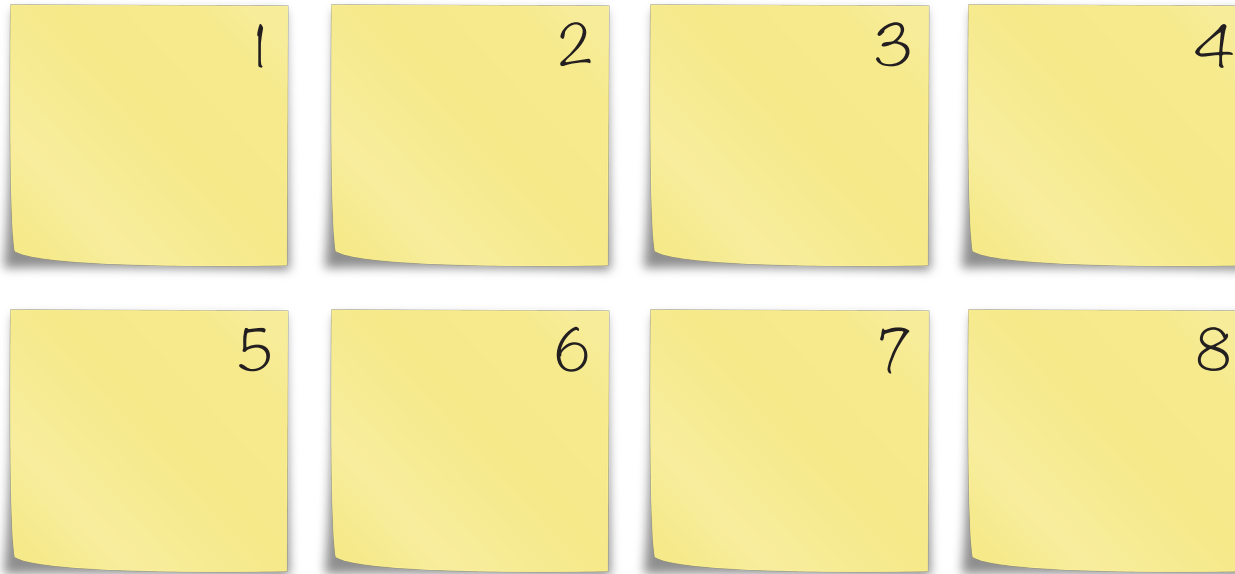


7



8

On the next slide, you'll see eight sentences for you to complete.



Finish sentence #1 on sticky note #1

Finish sentence #2 on sticky note #2

Finish sentence #3 on sticky note #3

And so on...

Get it?

Do NOT write my sentence starter.

Just finish each sentence
on the corresponding sticky note.

1. I want to earn my high school diploma because _____.
2. The most effective teachers are the ones who _____.
3. The most helpful classmates are the ones who _____.
4. One of my strengths in this subject area is _____.
5. One of my weaknesses in this subject area is _____.
6. To read and really understand a challenging text, I need _____.
7. To produce my best work, I need _____.
8. By the end of the year, I plan to achieve the following goal: _____.

Now that the sticky notes are
complete, count off
1-2-3-4-5-6-7-8
to form eight groups.

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complete, count off
1-2-3-4-5-6-7-8
to form eight groups.

Join your group at the matching station.

Team #1 starts at Sentence #1.

Team #2 starts at Sentence #2.

Team #3 starts at Sentence #3.

And so on...

Introduce yourself to your teammates.

Introduce yourself to your teammates.

At the station, discuss your answer with your teammates. Ask each other questions about why those answers were chosen. When finished, post all of your sticky notes on the wall near the sentence starter.

You'll have two minutes before moving to the next station.

BEGIN!

(A station rotation will be announced every two minutes until you've cycled through all eight sentences.)

You should now be back
at your original station.

What a mess of sticky notes!

Organize the notes into
similar themes or ideas.

(Example: If eight people said they want to earn their diploma because they want to get a decent job, group those answers together. If six people said they didn't want to disappoint their families, group those answers together. And so on...)

Let's discuss.

What were the three most common responses used to finish your team's sentence starter?

Team #1

I want to earn my
high school diploma
because _____.

Team #2

The most effective
teachers are the
ones who _____.

Team #3

The most helpful
classmates are the
ones who _____.

Team #4

One of my strengths in this subject area is _____.

Team #5

One of my
weaknesses in this
subject area is _____.

Team #6

To read and really
understand a
challenging text,
I need _____.

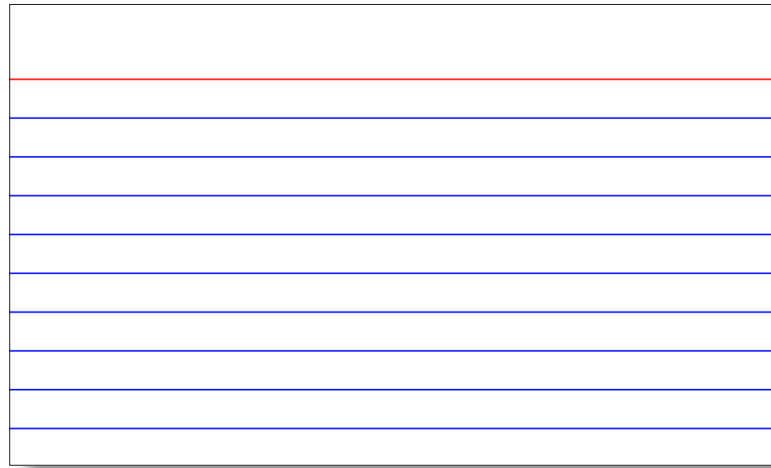
Team #7

To produce
my best work,
I need _____.

Team #8

By the end of the year,
I plan to achieve the
following goal: _____.

Finally, send a member
of your team to get
an index card from me.



As a team, decide the single
most important thing for
me, your teacher, to remember
about today's discussion.

On the index card,
finish this sentence:

The most important thing
to remember about today's
discussion is: _____.

(Again, no need to write my sentence starter.
Just finish the sentence on the card.)

End of presentation

The following pages (p. 24 to 39) are intended to be printed and posted around the classroom before students arrive.

If available, print these pages on colored paper to help them stand out.

Sentence

#1

I want to earn my
high school
diploma
because _____.

Sentence

#2

The most effective
teachers are the
ones who _____.

Sentence

#3

The most helpful
classmates
are the ones
who _____.

Sentence

#4

One of my
strengths in this
subject area
is _____.

Sentence

#5

One of my
weaknesses in
this subject area
is _____.

Sentence

#6

To read and
really understand
a challenging text,
I need _____.

Sentence

#7

To produce
my best work,
I need _____.

Sentence

#8

By the end
of the year,
I plan to achieve
the following
goal: _____.

Directions

Welcome! Help me get to know you by completing this grid. If you run out of space on the grid for any of your answers, feel free to continue writing on the back of this sheet.

Your full legal name:

A nickname/name you prefer to be called:

Period:

1

2

3

4

What kind of job/career are you considering for your future?

6

What do you like best about our school?

7

What do you like least about our school?

5

When's your birthday?

Where were you born?

8

Choose five words to describe yourself:

9

Your family situation. I live with:

10

What jobs, sports, hobbies, and/or passions fill your time outside of school?

11

Name two things that make you happy:

12

What are a few of your favorite musical artists, YouTube channels, authors, T.V. shows, etc...?

13

What email address do you use most often?

YOU ARE HERE

If there is anything else I need to know about you and your life that will influence your performance in this class, write that info on the back of this sheet or talk to me after class. Thanks!

DECONSTRUCT THE ARGUMENT BUNDLE

SAT ESSAY PREP

24-SLIDE PRESENTATION

ZOOMING ANIMATIONS THAT CATCH TEENS' EYES

ANALYSIS

WRITING

6-7-6

REAL-LIFE RHETORIC

SOURCE TEXTS ON MODERN ISSUES
PRINT-AND-TEACH MATERIALS

What you really need to know about...

Number of errors should diminish over time

GUIDING QUESTIONS

LEAD STUDENTS TO DISCOVER USE OF RHETORICAL TECHNIQUES

DETAILED ANSWER KEYS
OPTIONAL WRITING TASKS
SAT-STYLE ESSAY RUBRIC

Report Card

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Reasonable workload for teachers

5 MINUTE ESSAY
GRADING SYSTEM

FOR GRADES 7-12

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TIPS & TRICKS
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Each code corresponds to a corresponding rubric.

Use the Essay Checkpoints to guide your students to the code that best describes their work.

When did he/she use the code? (This is a good question to ask.)

How did he/she use the code? (This is a good question to ask.)

Number of errors should diminish over time

for grades 8 through 12



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