



2019

# January Activities

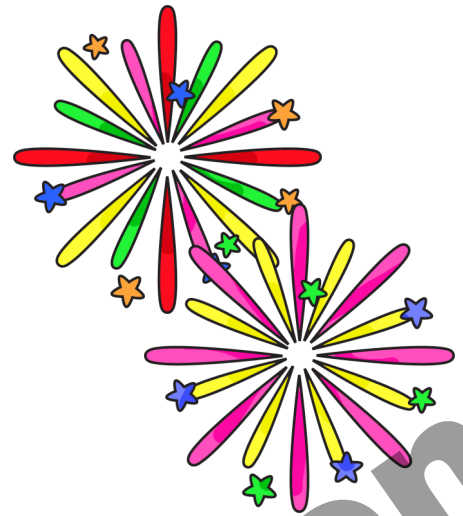
Teaching Resources

from Laura Candler



# January Activities

from Laura Candler



I hope you enjoy the lessons and printables I have included in the January Activities packet. If you enjoy these activities, be sure to check out my other seasonal packs and my virtual file cabinet at Teaching Resources ([www.lauracandler.com](http://www.lauracandler.com)). Happy New Year! ~ Laura Candler

## January Activities

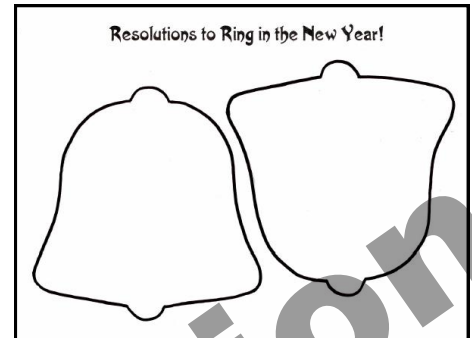
- Resolutions to Ring in the New Year
- Writing Prompt: Goals for 2018
- Happy New Year Word Challenge
- New Year's Reflections Spinner
- Highlights of 2017 and Visions of 2018
- Happy New Year Homework Pass
- Winter Word Sort
- Honoring Dr. Martin Luther King, Jr.
- Winter Math Puzzlers
- New Year's Math Challenge
- Icy Road Investigation



# Overview of Activities for January 2019

## Resolutions to Ring in the New Year Bulletin Board Activity

Do your old holiday decorations need to come down in a hurry? If so, here's a quick and easy bulletin board idea. Explain to your students that a "resolution" is simply a goal or something the "resolve" to accomplish during the year. Brainstorm ideas for possible resolutions, and have them choose one idea to focus on for their personal New Year's Resolution. Print out and duplicate the bell patterns in this packet and give each student one pattern. Have each person write his or her resolution at the top of one bell and create a simple illustration at the bottom. Create a giant bell from one of the patterns and place a large digital picture of your class inside the bell. Or create the large bell from aluminum foil to add a little pizzazz! Use the heading "Resolutions to Ring in the New Year" and display the individual bells all around the large bell.



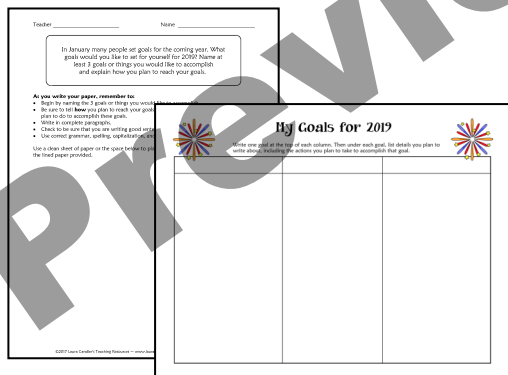
## Cooperative Learning Extension for Resolution Bells

Before placing the bells on the bulletin board, try a cooperative learning strategy with your class called "Mix N Mingle." After students decorate their bells, have them walk around the room and greet each other. Ring a bell or give another signal, and have them quickly and quietly find a partner. Next have them discuss their New Year's Resolutions and how they plan to achieve those goals. Ring the bell again and have them mix around and find a new partner. Repeat several times until students have had an opportunity to share with several classmates. Classbuilders like this work particularly well after students have been away from each other on vacation. They can engage in a little friendly talking to ease their way back into academics. Classbuilders also work well when you have a new student which is likely to happen in January.



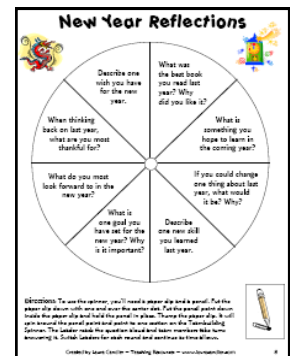
## "Goals for 2019" Writing Prompt

Before using this writing prompt, help your students brainstorm a list of goals that they might set for themselves in the coming year. Then ask them to select three goals and jot down specific strategies they can use to meet those goals. Demonstrate how to list those details on the 3-column graphic organizer and provide 10 or 15 minutes for planning. Finally, have them write a short, organized essay in response to the writing prompt.



## New Year's Teambuilding Spinner

Many of you will be forming new teams when you start back to school this week. It's important to do some type of teambuilding discussion activity when students are first placed together in a team. You can use the New Year Reflections spinner in this packet to have your students think about the old year and look ahead to 2019. The activity is designed for teams of students, and directions can be found on the bottom of the spinner.





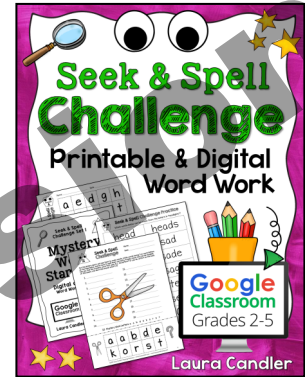
## New Year's Day Word Challenge

Need a simple activity for the first day back to school? How about the New Year's Word Challenge? You can have students complete this alone, but it's more fun with a partner. Have them cut out the letters of "New Year's Day" and work with a buddy to find as many words as possible from those letters.

Here are the rules I generally use:

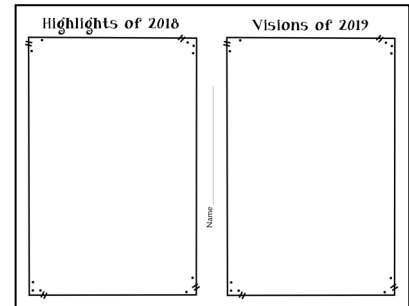
- No proper nouns including names of people, places, things, etc.
- All words have to have at least 3 letters.
- You can use words and their plurals if you have enough letters.
- Words must be spelled correctly.
- You can look up the spellings of words in the dictionary, but you can't use the dictionary to hunt for words that you don't even know!

Set a timer and let the kids have about 20 minutes to hunt for words. Then have them switch papers and check to make sure the other pair has followed all the rules. Even though this is a fun activity, it's great for improving spelling. It's amazing how many simple words kids misspell regularly, and this activity makes them more conscious of the spellings of basic words. They begin to notice word families, suffixes, and prefixes in their hunt for new words. If you like this word work activity, you'll love **Seek & Spell Challenge!** It comes with an entire year's worth of weekly digital and printable word work activities. [Click here to find it in my TpT store.](#)



## Highlights of 2018 and Visions of 2019

This is a simple activity that can be used in addition to or in place of the *Resolutions to Ring in the New Year* lesson. Students draw their favorite moments of 2018 and their visions of what they want to do or accomplish in 2019.

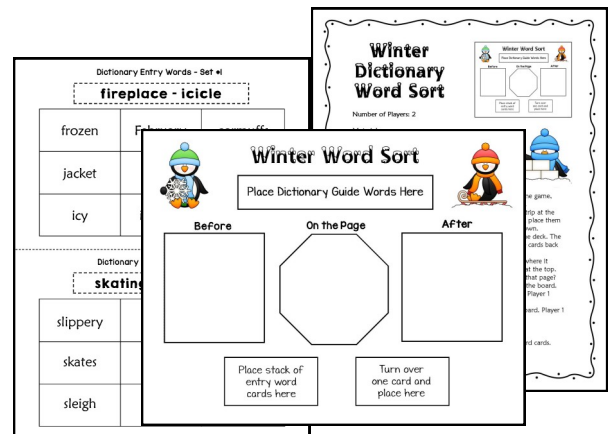


## Happy New Year Homework Pass

Start the year off on a positive note by giving each student a Happy New Year Homework Pass. Let them know the rules for using the pass so there's no confusion later. My students are allowed to use them to turn in work a day late without penalty, but they can't use them to in place of a graded or major assignment. If they choose not to use them, these Homework Passes can also be used to earn privileges such as spending time with our class pet.

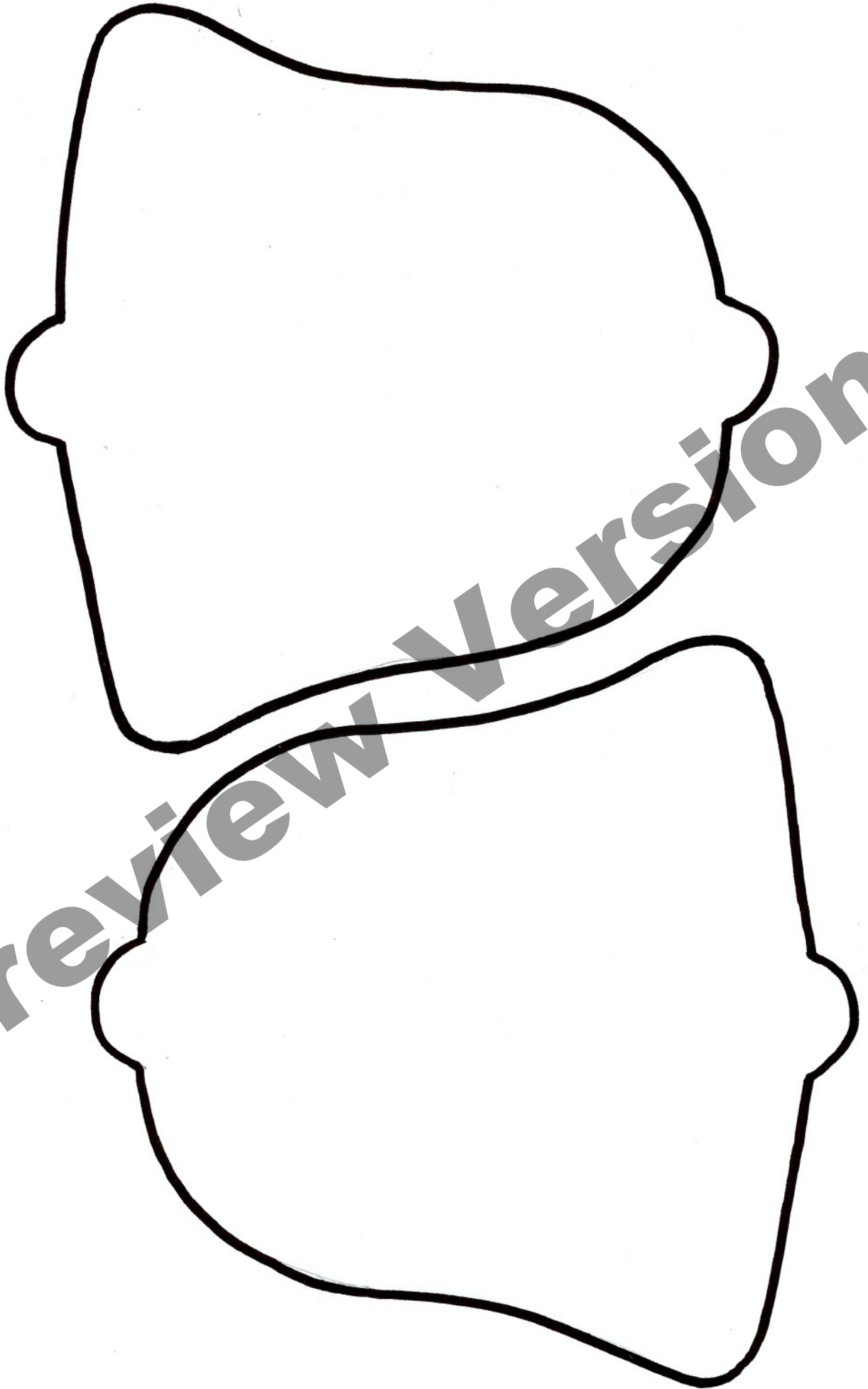
## Winter Word Sort

This activity works great for reviewing dictionary skills. Complete directions are included with this practice game. Before you have your students play the game, be sure you have reviewed how to use guide words to look up entry words in a dictionary. Model the game for the class before allowing them to play it with a partner.





# Resolutions to Ring in the New Year!



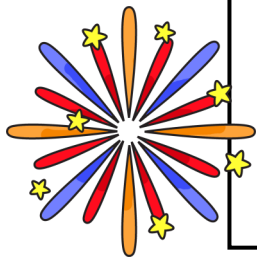
In January many people set goals for the coming year. What goals would you like to set for yourself for 2019? Name at least 3 goals or things you would like to accomplish and explain how you plan to reach your goals.

**As you write your paper, remember to:**

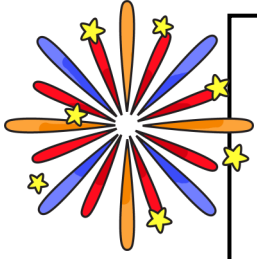
- Begin by naming the 3 goals or things you would like to accomplish.
- Be sure to tell **how** you plan to reach your goals. Be specific and explain exactly what you plan to do to accomplish these goals.
- Write in complete paragraphs.
- Check to be sure that you are writing good sentences.
- Use correct grammar, spelling, capitalization, and punctuation.

Use a clean sheet of paper or the space below to plan your essay. Then write your essay on the lined paper provided.

Preview Version



# My Goals for 2019



Write one goal at the top of each column. Then under each goal, list details you plan to write about, including the actions you plan to take to accomplish that goal.

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Preview Version

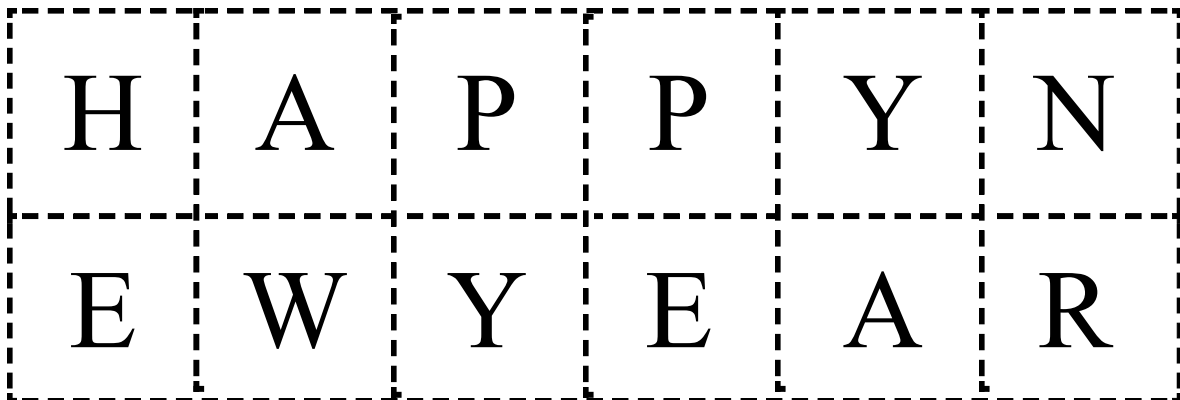


# New Year's Word Challenge



How many words can you find in the letters of "Happy New Year"? Cut out the letters below and use them to help you make words. Work with a partner and take turns finding words and writing them on the lines.

- |           |           |           |
|-----------|-----------|-----------|
| 1. _____  | 17. _____ | 33. _____ |
| 2. _____  | 18. _____ | 34. _____ |
| 3. _____  | 19. _____ | 35. _____ |
| 4. _____  | 20. _____ | 36. _____ |
| 5. _____  | 21. _____ | 37. _____ |
| 6. _____  | 22. _____ | 38. _____ |
| 7. _____  | 23. _____ | 39. _____ |
| 8. _____  | 24. _____ | 40. _____ |
| 9. _____  | 25. _____ | 41. _____ |
| 10. _____ | 26. _____ | 42. _____ |
| 11. _____ | 27. _____ | 43. _____ |
| 12. _____ | 28. _____ | 44. _____ |
| 13. _____ | 29. _____ | 45. _____ |
| 14. _____ | 30. _____ | 46. _____ |
| 15. _____ | 31. _____ | 47. _____ |
| 16. _____ | 32. _____ | 48. _____ |



# New Year Reflections



Describe one wish you have for the new year.

What was the best book you read last year? Why did you like it?

When thinking back on last year, what are you most thankful for?

What is something you hope to learn in the coming year?

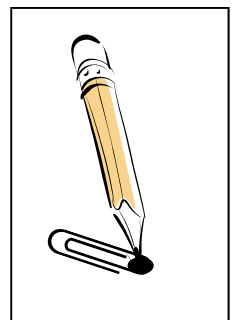
What do you most look forward to in the new year?

If you could change one thing about last year, what would it be? Why?

What is one goal you have set for the new year? Why is it important?

Describe one new skill you learned last year.

**Directions:** To use the spinner, you'll need a paper clip and a pencil. Put the paper clip down with one end over the center dot. Put the pencil point down inside the paper clip and hold the pencil in place. Thump the paper clip. It will spin around the pencil point and point to one section on the Teambuilding Spinner. The Leader reads the question aloud and team members take turns answering it. Switch Leaders for each round and continue as time allows.



# Visions of 2019



\_\_\_\_\_ Name

# Highlights of 2018



# Visions of 2019

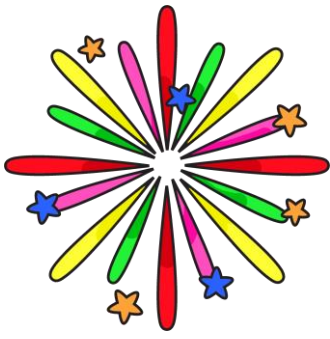
A large rectangular box with a decorative border of dots and hash marks at the corners. The interior of the box contains seven vertical lines for writing.

\_\_\_\_\_ Name

# Highlights of 2018

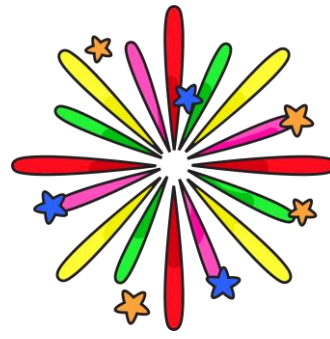
A large rectangular box with a decorative border of dots and hash marks at the corners. The interior of the box contains seven vertical lines for writing.





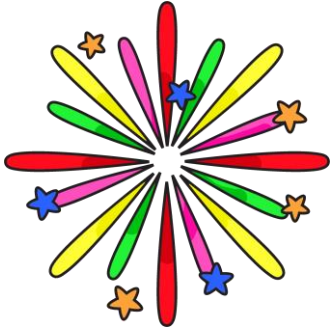
**Happy  
New  
Year!**

Homework Pass



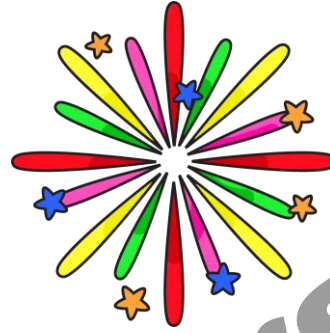
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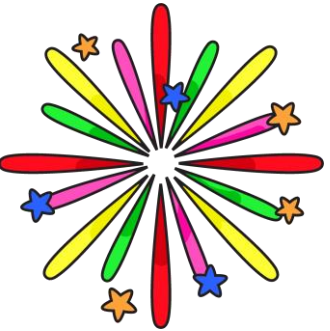
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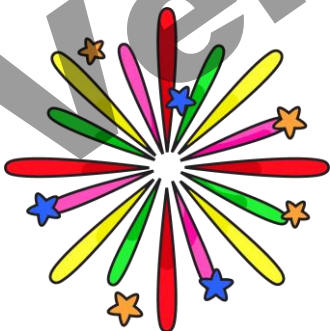
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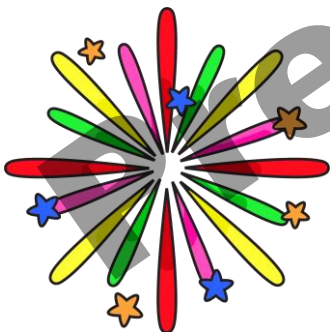
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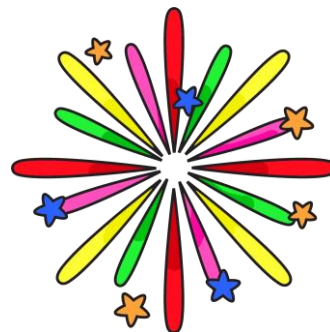
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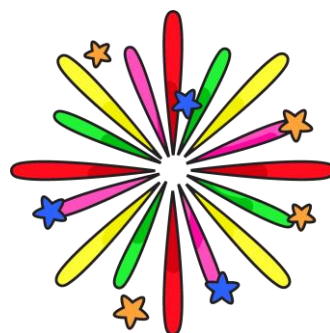
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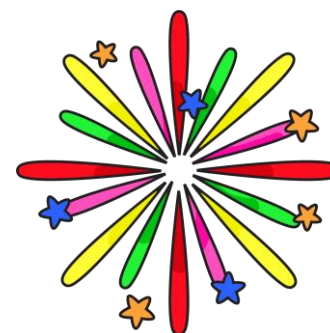
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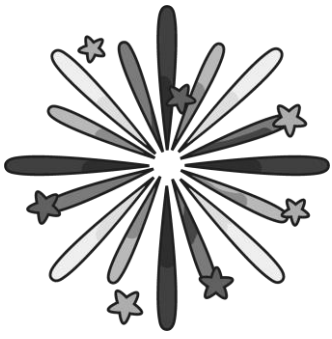
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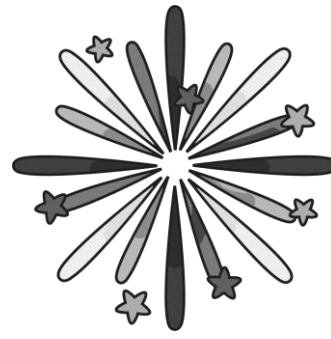
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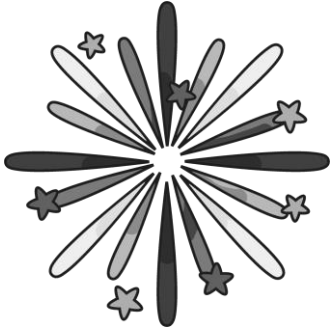
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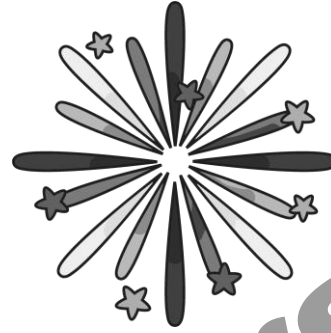
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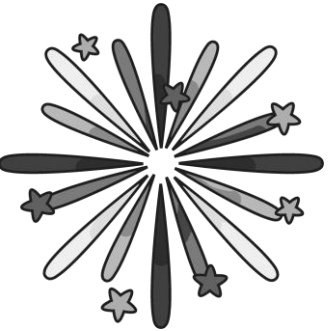
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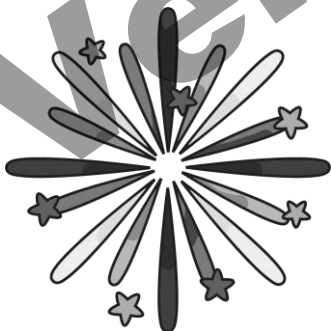
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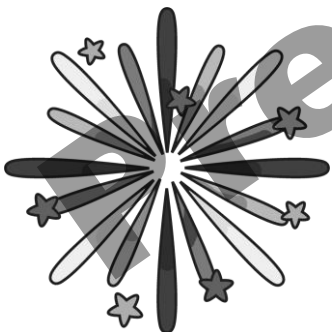
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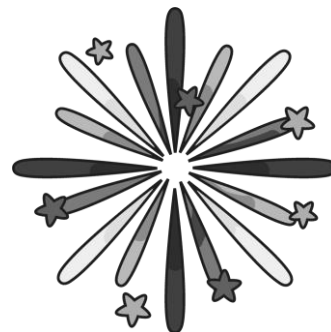
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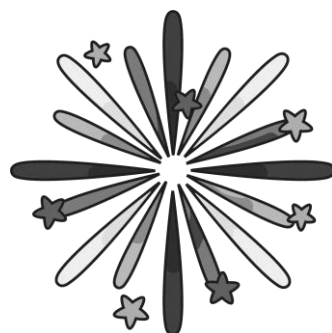
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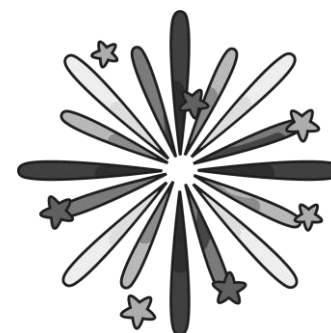
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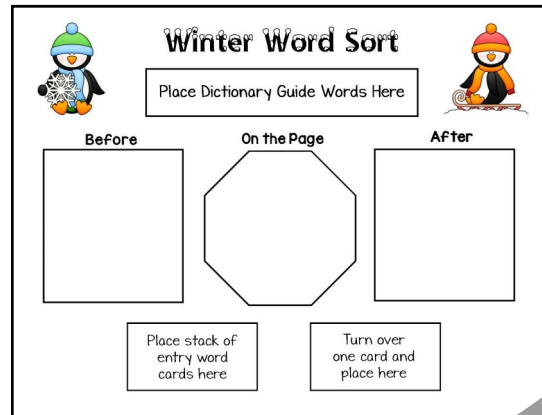
Homework Pass



Happy  
New  
Year!

Homework Pass

# Winter Dictionary Word Sort



Number of Players: 2

## Materials

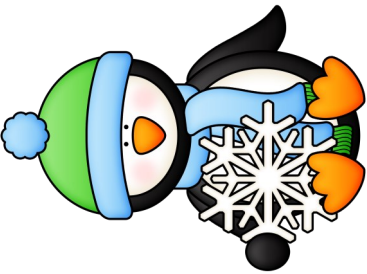
- Dictionary Entry Word Cards (Two Sets)
- Winter Word Sort Answer Keys
- Winter Word Sort Game board

## Directions

1. Cut apart both sets of entry word cards and make sure they don't get mixed together. The *Fireplace - Icicles* words go together for one game, and the *Skating - Snowball* words are for another game.
2. Start with the *Fireplace - Icicle* set. Put the guide word strip at the top of the game board. Shuffle the nine word cards and place them face down in the left box. Place the Answer Key face down.
3. To see who goes first, players draw a word card from the deck. The person with the longest word becomes Player 1. Put the cards back on the bottom of the deck.
4. Player 1 turns one word card face up and thinks about where it would be in a dictionary according to the guide words at the top. Would it come before that page, on that page, or after that page? He or she places the card on the appropriate section of the board.
5. Player 2 gives a thumbs up to show agreement or helps Player 1 figure out the correct placement.
6. Player 2 turns over the next card and places it on the board. Player 1 gives a thumbs up or helps Player 2.
7. Continue to take turns sorting the cards.
8. Check the answer key after all cards are placed.
9. Repeat the activity again with the other set of entry word cards.



# Winter Word Sort



Place Dictionary Guide Words Here

**Before**

**On the Page**

**After**

Place stack of  
entry word  
cards here

Turn over  
one card and  
place here



Dictionary Entry Words - Set #1

**fireplace - icicle**

frozen	February	earmuffs
jacket	fire	gloves
icy	iceberg	igloo

Dictionary Entry Words - Set #2

**skating - snowball**

slippery	skis	scarf
skates	shovel	snowman
sleigh	soup	sweater

## Answer Key for Fireplace - Icicle

Before	On	After
February	frozen	jacket
earmuffs	iceberg	icy
fire	gloves	igloo

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## Answer Key for Skating - Snowball

Before	On	After
shovel	slippery	snowman
skates	skis	sweater
scarf	sleigh	soup

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# Winter Math Puzzlers

Name \_\_\_\_\_

Try to solve each problem on your own. Show your work using numbers, pictures, words, or symbols. We will discuss the problems together and correct them in class.

1. The 4th graders played in the snow. There are 66 fourth graders. Half of the 4th graders decided to go sledding,  $\frac{1}{3}$  of the students decided to have a snowball fight, and the rest of the students decided to build a snowman. How many students built a snowman?

Answer: \_\_\_\_\_  
✓-    ✓    ✓+

2. Last year, it snowed 12 inches the first week in December,  $\frac{1}{2}$  as many inches in January than December, and three times as many inches in February as in January. How many feet did it snow in all?

Answer: \_\_\_\_\_  
✓-    ✓    ✓+

3. The 5th graders are going on an ice skating field trip. There are 63 students, 5 teachers, and 12 parents attending. Each van holds 9 passengers. How many vans will be needed to transport everyone on the field trip?

Answer: \_\_\_\_\_  
✓-    ✓    ✓+

4. Mrs. Scott is making hot chocolate for her class. She wants each student to have 2 cups of hot chocolate. She has 16 students in her class. Each packet of hot chocolate makes  $\frac{1}{2}$  cup and they come in boxes of 10 packets. How many boxes of hot chocolate will she need to purchase?

Answer: \_\_\_\_\_  
✓-    ✓    ✓+



# New Year's Math Challenge

Name \_\_\_\_\_

## Read and Think

Twenty-four students wrote their goals for the new year. One third of them wrote personal goals like doing 10 more pushups or getting on the baseball team. Three twelfths of them wrote goals focused on improving their academic grades. The remaining students wanted to work on improving an aspect of their family life like getting along better with their brother or taking care of the dog.



## Solve and Answer

1. How many students wrote each type of goal?  
Personal \_\_\_\_\_ Academic \_\_\_\_\_ Family \_\_\_\_\_
2. What is the ratio of students with academic goals to all students? \_\_\_\_\_
3. What is the ratio of students with personal goals to students with family goals? \_\_\_\_\_

## Explain

Use the space below to show and/or explain how you found the answers to the questions.

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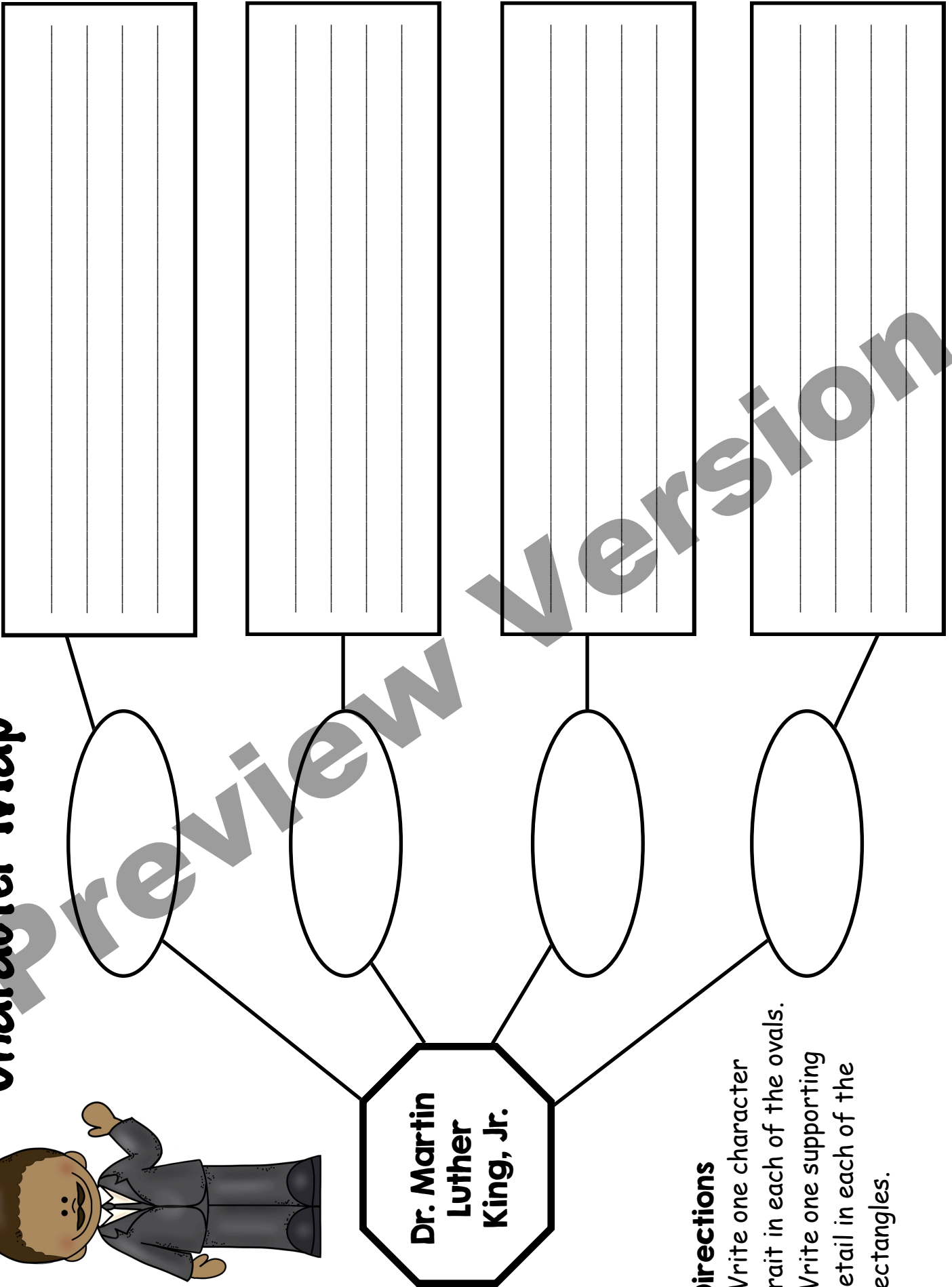
# Character Map



Dr. Martin  
Luther  
King, Jr.

## Directions

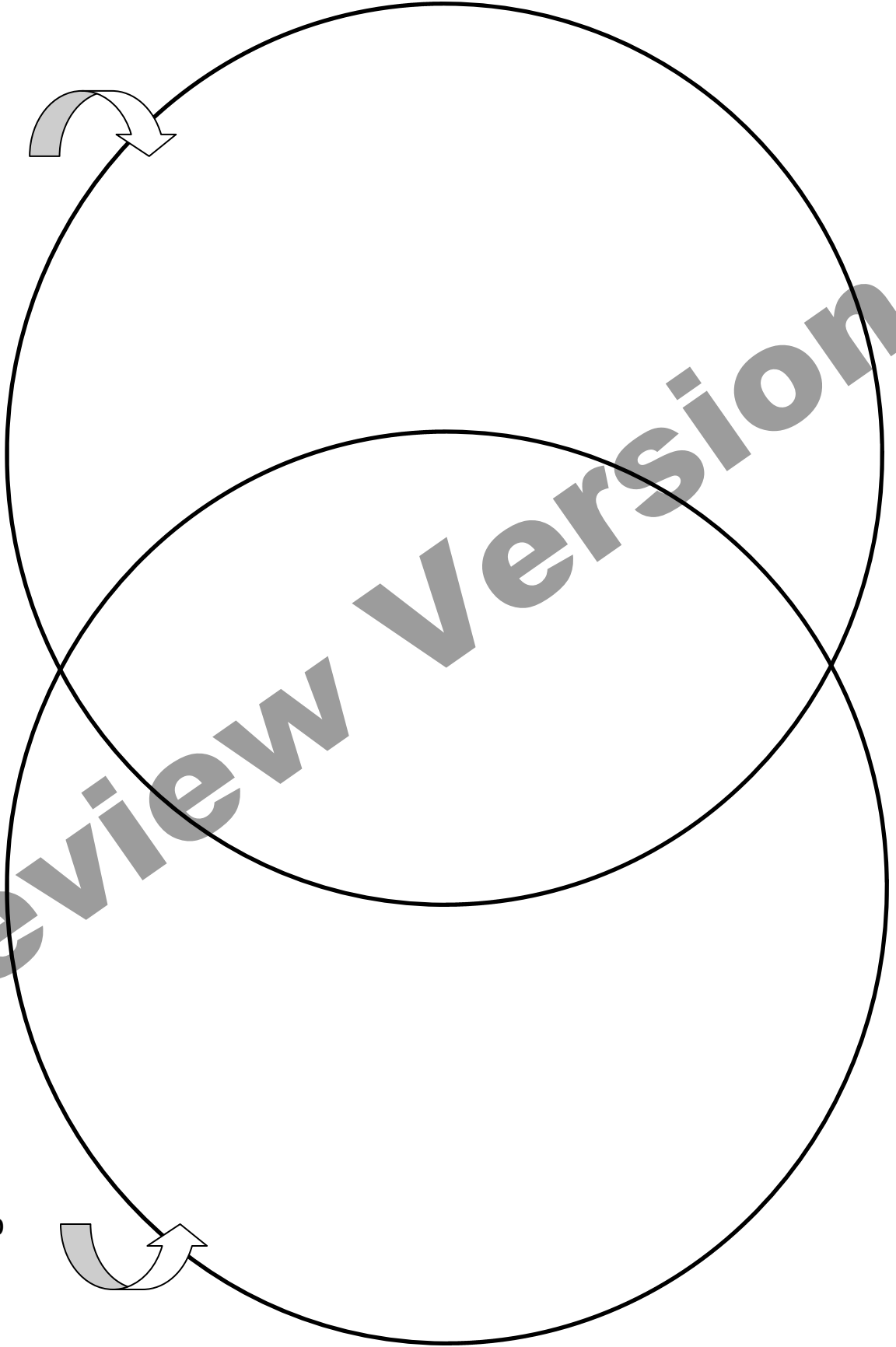
Write one character trait in each of the ovals.  
Write one supporting detail in each of the rectangles.



# Comparing Time Periods

Dr. Martin Luther  
King, Jr.'s Time

Today



# Icy Road Investigation

## Overview and Teaching Tips

The Icy Road Investigation is designed to explore how salt and sand make icy roads safer. If you live in a cold climate, your students may already know that icy roads are often treated with salt and sand. If you live in a warm climate, you may need to begin by explaining that ice and snow cause slippery driving conditions, and salt and sand are often spread on roads to make them safer.

### Materials Per Pair or Team

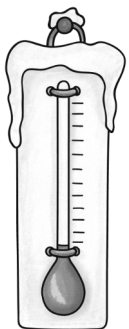
- 1 tray or large plate
- 1 cup of ice
- 1 tablespoon table salt
- 1 tablespoon sand
- 3 zippered sandwich bags
- 1 Lab Report per person

## Investigation Directions

1. Divide students into pairs or teams of four. Each pair or team will need a set of materials, and each student will need one copy of the 3-page Lab Report. (Tip: To make it easier for students to measure the ice, use small ice cubes or crushed ice instead of large ice cubes.)
2. Begin by asking students why they think icy roads are treated with sand and salt. Do sand and salt have the same impact on road conditions? Ask them to discuss these questions with their partner or team, and tell them that today's lesson will investigate this topic.
3. Distribute the materials and guide your students through the activity. Encourage them to talk at appropriate times during the experiment, but they must record their own answers.
4. After 10 minutes, discuss the results and conclusions with your students. Your students will probably notice that the ice in the bag with salt melted faster than the others and the ice in the bag with the sand simply became gritty. However, they probably won't know why the salt made the ice melt faster. Explain that salt water has a lower freezing point than plain water; plain water freezes at 32°F and salt water freezes at 28°F. Adding salt to one bag allowed the ice in that bag to return to its liquid state more quickly.
5. Use the suggestions below to guide your discussion of the three questions on the last page.

## Key Points for Discussion Questions

1. Salt solution is sprayed on roads because salt lowers the freezing point of water from the normal 32°F to 28°F, which prevents ice from forming until the road temperature drops below 28°F. This means roads may be safe for driving at temperatures slightly below freezing. However, this benefit is lost when the temperature drops below 28°F. Sand is sprinkled on roads for a different reason. Sand doesn't help to melt the ice, but it does increase traction on the road, or the friction between a vehicle's tires and the road surface. This decreases the likelihood that a vehicle will slip and slide on an icy road.



2. The plain ice served as a "control" in the experiment and was used for comparison purposes. Students could compare the affects of salt and sand on ice to a bag of plain ice to see what would happen in normal conditions.
3. The experiment could be improved by controlling as many variables as possible. For example, the amount of ice could be measured more precisely. A thermometer could be placed in each bag to measure differences in temperature. A timer could be used find out exactly how long it took to completely melt the ice in each bag. If time allows, have students repeat the experiment using these ideas to see if they obtain the same results.

# Icy Road Investigation

## Lab Report

Name \_\_\_\_\_

Team/Partner \_\_\_\_\_

Date \_\_\_\_\_

Investigation Question: How do salt and sand affect ice?

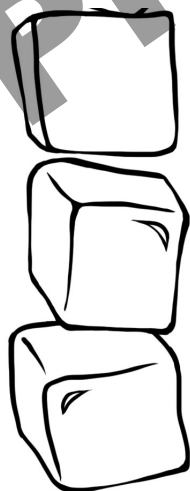
### Procedure:

1. Label the 3 empty plastic bags, "Plain Ice," "Ice and Salt," and "Ice and Sand."
2. Divide the cup of ice evenly between the bags so that each bag has 1/3 of a cup of ice.
3. Zip the Plain bag closed and set it on the tray.
4. Quickly measure 1 tablespoon salt into the Salt bag and 1 tablespoon sand into the Sand bag and zip them shut. Shake the bags to distribute the salt and ice.
5. Place all of the bags flat on the tray and cover them with a sheet of paper or a paper towel.
6. Before you make any observations, write your hypothesis, or prediction, for each bag. Will the ice melt in all 3 bags at the same rate? Will other changes occur? Write your hypothesis for each of the 3 bags on the appropriate area of this lab report.
7. When finished, turn your paper over to signal that you are ready.
8. When everyone on the team is ready, uncover the bags and observe them carefully. If you pick them up, hold them by the zipped part of the bag so your fingers don't melt the ice.
9. Set a timer and observe the bags for 10 minutes. Talk with your partner or team about what you are observing and why these changes might be taking place.
10. As you notice changes in each bag, write your observations on the lab report form.
11. After 10 minutes, discuss your results and write a conclusion on the back page of the lab report.



# Plain

# Ice

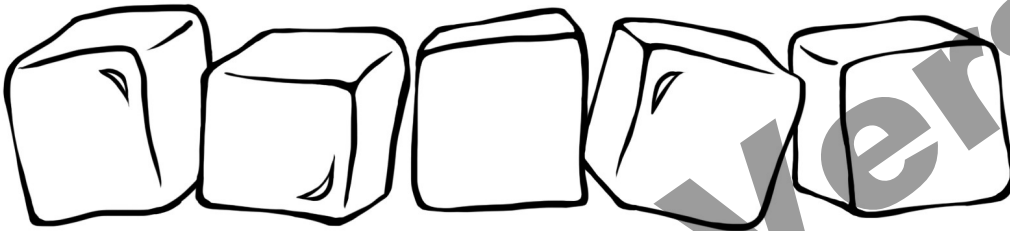


Plain Ice
My Hypothesis _____ _____
Our Observations and Results _____ _____ _____ _____ _____

## Ice and Salt

My Hypothesis \_\_\_\_\_

Our Observations and Results

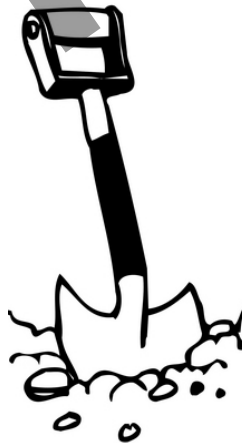


Ice  
&  
Salt



Ice  
&

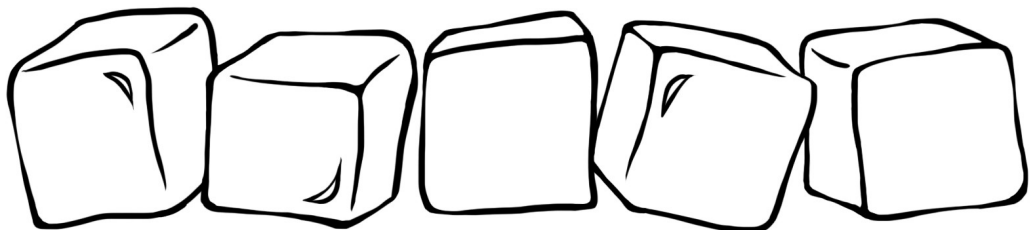
Sand



## Ice and Sand

My Hypothesis \_\_\_\_\_

Our Observations and Results





# Icy Road Investigation

## Lab Report



Question: How do salt and sand affect ice?

Conclusion:

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### Discussion Questions

1. Why are salt and sand placed on roads during winter storms?



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2. What was the purpose of the bag of plain ice in the experiment?

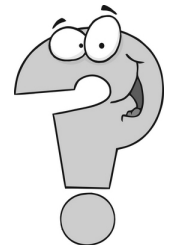
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3. What could you do to improve this investigation?



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## More Seasonal Activity Packs

Click each cover below to find the item in [my TeachersPayTeachers store](https://www.teacherspayteachers.com/Store/Laura-Candler).



## More Terrific Teaching Resources from Laura Candler



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