

Bell-Ringer Activities

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ALTERNATIVES TO JOURNAL WRITING

PROVIDE A PASSAGE

Provide a short passage that proves high-interest for students (e.g., a trending online article about pop culture or an excerpt from a humorous/high-interest text).

Reading Tasks

DETERMINE MAIN IDEA:

Read this newspaper article and write a 4-8 word main-idea sentence that could be the newspaper headline.

TEACHER TIP: Before projecting the short article, remove or cover the headline. Compare to the original headline when sharing out students' main idea suggestions.)

Identify a 4-8 word main-idea title to fit this newspaper article.

It seemed like a glorified practice more than a meet, but it's that time of year.

The Chesterton gymnastics team added new skills in every routine of every event and posted a 104.675-95.725 victory over Lake Central Tuesday night.

"It wasn't our best score, but we had every single girl with a new trick in every event," Chesterton coach Lauren West said. "Some of them worked out well, and some of them didn't. Now we need to fix some of those and get some confidence on them."

Brandi Tuzinski won the all-around title for the Trojans with a 35.5 that included victories in the bars (8.775), beam (9.4) and floor (9.225).

Writing Tasks

- **IDENTIFY SENTENCE TYPES:** Label each sentence type within a comic strip. Options are based on grammar skills previously taught. For example:

- Label each as *sentence, run on, or fragment*.
- Label each as *declarative, interrogative, exclamatory, or imperative*.
- Label each as *simple, compound, complex, or compound complex*.

Label each type of sentence within this comic strip:
• declarative • interrogative • fragment (interjection)
• exclamatory • imperative



ROOT VISUALIZATION IN

TEXTUAL DETAILS: Read this descriptive paragraph multiple times. Using as much detail based on the text only, sketch on a sticky note what you visualize. Be ready to share your visualization in a few minutes.

DETERMINE AN AUTHOR'S PERSPECTIVE:

Determine how the writer of this *Letter to the Editor* from the ___ newspaper feels about the issue/problem. Identify 5 different phrases/sentences that support your inference.

TEACHER TIP: Provide hard copy printouts for students to circle/highlight.)

- **RECOGNIZE FIGURATIVE LANGUAGE TYPES:** Songs are like poems, and therefore they include lots of figurative language. Using the lyrics provided, do the following: (TEACHER TIP: Assign only one task per bell ringer. These are just examples.)

- Circle 3 similes within these lyrics.
- Underline 3 examples of personification within these lyrics. Be ready to explain the "human" quality each item demonstrates.
- Find and label 4 different types of figurative language evident within these lyrics.
- Explain the comparison being made between ___ and ___ in the allusion found in stanza ___.

BELL-RINGER SUGGESTIONS

PROVIDE A VISUAL

Project a photograph to serve as the topic. TIP: The same photographs can be used for various bell ringers all year long— just change the task.

Writing Task

SINGLE-SENTENCE CONTEST:

Write one compound sentence that describes this photo.



EXAMPLE: The family dives into the fried chicken, but the vegetables remain untouched.

WRITE AN ENTRY FOR THE

SINGLE-SENTENCE CONTEST:

Students generate one sentence that describes a projected image and uses a recently taught writing skill. At the conclusion of the activity, students share their sentences and the class votes on the best/favorite.

TEACHER TIP: If the sentence entry is a run-on, it's automatically disqualified from the contest.

SINGLE-SENTENCE CONTEST:

Write one sentence with a relevant metaphor that describes this photo.



EXAMPLE: The four-wheeler kicks up debris creating a curtain of dirt.

SINGLE-SENTENCE CONTEST:

Write one sentence about this photo that uses a verb phrase.



EXAMPLE: Standing in the middle, between the other players, the quarterback hands off the ball.

SINGLE-SENTENCE CONTEST:

Write one complex sentence with a dependent clause that describes this photo.



EXAMPLE: Mouth wide open, the dog snatches the frisbee in the air.

BELL-RINGER SUGGESTIONS

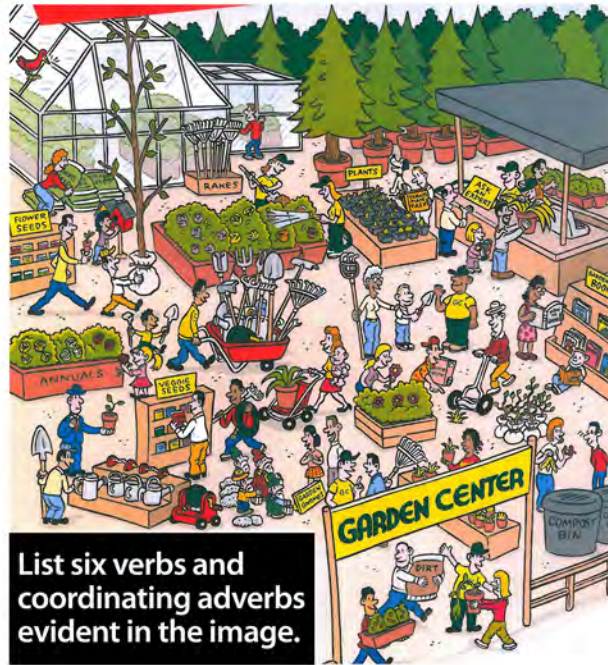
PROVIDE A VISUAL

Project a photograph to serve as the topic. TIP:
The same photographs can be used for various
bell ringers all year long— just change the task.

Writing Task

PRACTICE PARTS OF SPEECH: Project a busy or high-action photo and ask students to generate a list of examples from it. At the conclusion of the exercise, have students share out 2-3 items from their lists.

Secretly select a subject. Write 10 sentences with prepositional phrases so everyone can guess what/who you chose.



List 10 verbs evident in the image.



List 10 nouns evident in the image.



BELL-RINGER SUGGESTIONS

PROVIDE A VISUAL

Project a photograph to serve as the topic. TIP: The same photographs can be used for various bell ringers all year long— just change the task.

Reading Tasks

RESEARCH FACTS FROM VISUALS: Read this collage of images. List 5 observable facts based only on what is evident in the photos.



TEACHER TIP: These two tasks are best executed when the students have a hard copy of the images. That way they can label the visuals with arrows and notes.

MATCH PRINT TEXT TO ITS VISUAL: Read the short passage and visuals (e.g., 2-3 illustrations, photos, charts, maps, etc.). Identify which visual best corresponds with the print text.

Which illustration best corresponds with the information revealed in the text? Underline 3 details from the text to support your inference.



I had a dream last night about a floating monster head. He was chasing me; I couldn't get away from him. It felt like he was right behind me, reaching for me with big white-gloved hands. His fingers were big and wiggly and seemed to be attached to the bottom of his head. His eyes were angry, with heavy eyebrows. His mouth was open, growling at me from behind teeth of varying lengths. He was creepy looking with flawless ghost-like skin. I was ready to wake up and shake that image from my mind this morning.

MAKE TEXT-TO-TEXT CONNECTIONS: Analyze the images. Determine 3 categories/features that could be the basis for a comparison.

Analyze the two images. Determine three categories/features that could be the basis for a comparison.

	List categories of comparison here. ↓	

TEACHER TIP: You could make this a 2-part bell ringer, and the next day students identify specific information for both items per category.

Analyze the two images. List multiple details for both items per category.

	Categories of comparison ↓	
•	Method of getting started (propelling)	•
•		•
•		•
•	Method of slowing and/or stopping	•
•		•
•		•
•	Common injuries users might sustain	•
•		•

BELL-RINGER SUGGESTIONS

PROVIDE A VIDEO

Provide a short video (10-20 seconds) from a popular cinematic movie, well-known YouTube video, attention-grabbing news-cast or documentary, popular commercial or television show.

Reading Task

ASK QUESTIONS

WHILE READING:

Watch the clip without any sound. (Mute the video.) Watching only what is happening on the screen, generate questions and/or make predictions.



TEACHER TIP: Select a high-action clip that is unfamiliar to students. For this particular task, short videos from America's Funniest Videos tend to provide numerous opportunities to practice predicting. But be sure to stop the clip before the end result is revealed.

When sharing out questions/predictions, then replay the clip with its audio. Identify predictions confirmed and questions answered.

OVERALL TEACHER TIP #1 Train a student to be able to play a video-based bell ringer, so that while you are taking care of administrative tasks, this student can be playing and replaying the clip as needed.

Writing Tasks

PUNCTUATE DIALOGUE: Watch this clip that includes lots of character dialogue. Using the provided transcript, edit the dialogue using accurate quotation marks, commas, speech tags, end marks, and paragraph indents.

WRITE SEQUENCED ACTION WITH TRANSITIONS: View the video without any sound. (Mute the audio.) Using the corresponding handout, write a sequenced set of sentences that describes what happened. Remember to focus on using various transitions besides *first*, *next*, *then*, *last*.



OVERALL TEACHER TIP #2 For some video-based bell-ringer tasks it would be helpful to provide a handout of screen grabs from different scenes. This will support students' memories of the short clip.