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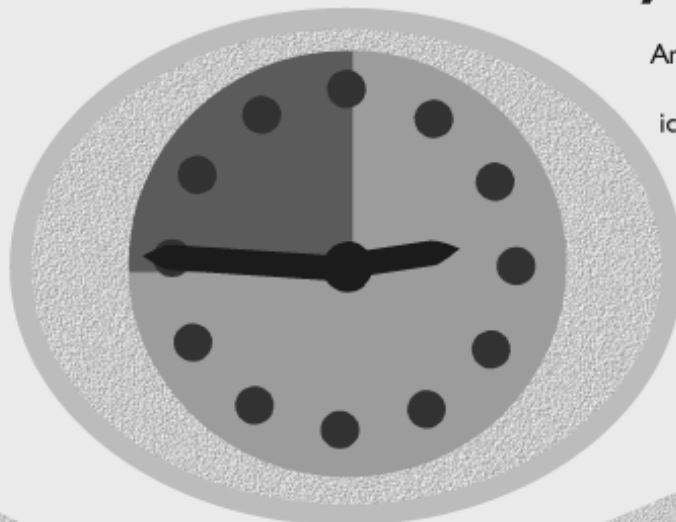
PHOTOCOPY  
MASTERS

# 15 Minute Fillers

**Ages 9+ years**

**Early finisher activities  
for the busy teacher.**

An invaluable multi-purpose  
resource book of quick  
ideas for relief and general  
classroom teachers.



**Mary Serenc &  
Wendy Harrap**



Written by Mary Serenc and Wendy Harrap. Illustrated by Terry Allen. © Ready-Ed Publications - 2003.

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# Introduction

“15 Minute Fillers” is an invaluable multi-purpose resource book containing quick ideas for relief and general classroom teachers. The activities are suited to students of middle and upper primary levels, integrating high interest content across key learning areas such as English, Mathematics, Science, Society and Environment/HSIE, the Arts and Technology.

Detailed teachers’ notes and ideas are included, many with accompanying worksheets. Little preparation is necessary to implement the activities.

The book can be used in many ways:

- As a ready resource of activities for relief teachers;
- As fast finisher or learning centre activities;
- As rainy day or spare time activities for the classroom teacher;
- As quick, fun, get-to-know you activities for the beginning of the year;
- As a change of pace in a busy day.

The book is not written to be used in any particular order, but rather as a “lucky dip” of ideas, sure to keep the entire class busy and on task in an enjoyable way. They will want to play some of the games again and again.

## 1. Impromptu Talks

### Materials

- Worksheet 1 (Page 22): "Pick-a-Topic" (Cut into pieces and place in container.)

### Activity

Group children into pairs. Pull out a topic and announce it to the class. One child in each pair must talk about the topic for two minutes or until the teacher gives a signal. Then another topic is chosen and so on. This can be a noisy activity but a great way to get all children talking and interacting.

### Variation

- Ask for volunteers to speak in front of the whole class. Give them time to jot down a few notes first.

You may wish to give points or incentives for:

- ⇒ number of facts introduced on the topic;
- ⇒ expression;
- ⇒ eye contact;
- ⇒ speaking clearly;
- ⇒ pace and volume of voice;
- ⇒ standing tall.

- Students can be asked to write about the topic instead.

This is a great way to introduce note-taking and paragraphing: Give children a few minutes to think, talk about and jot a few notes about the topic. They then share their notes with a partner or small group, before organising their notes in some sort of logical order. E.g. If the topic was about soccer, students could organise their ideas into subheadings such as *equipment*, *how to play*, *skills*, *famous players* and *teams*. Set a time limit and insist on silence while the children are writing. Ask volunteers to read their writing or collect and keep as a writing sample.

## 2. It's Mine

### Materials

- Small box or container

### Activity

Choose four children to secretly take out a small item from their bags or desks and place into the box, e.g. coin, keyring, eraser and so on. The teacher pulls out one of the items and shows it to the class.

The four children stand at the front of the room and in turn, try to convince the class that the item in question belongs to him/her. Do the same for each of the four items. The class must then decide to whom each item belongs.

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## 3. Make a List

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### Materials

- Paper and pencil

### Activity

This activity can be done individually, with a partner or in a small group. Children are given the challenge of listing as many things as they can think of in a specific category. This activity is a useful vocabulary building exercise, especially at the beginning of a new unit of work or theme, and can be carried across as a homework task.

Some examples include:

- Australian animals
- Breeds of dogs
- Types of pizza
- Words in other languages
- Compound words
- Six letter words
- Homonyms
- Movies
- Things that come in pairs
- Sea creatures
- Things in the night sky
- Makes of cars
- Names of songs or popgroups/singers
- Sports

### Variation

- A - Z lists of names, animals, foods, hobbies, towns and cities, toys and games.

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## 4. Art Teacher

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### Materials

- Variety of pictures, e.g. postcards, calendar/diary pictures, magazine pictures and cartoon drawings,
- Drawing paper and pencils.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Worksheet  
**1**



# Pick-a-Topic

<b>Storms</b>	<b>I wish ...</b>	<b>Secrets</b>	<b>My room</b>
<b>Pets</b>	<b>Pizza</b>	<b>When I grow up</b>	<b>Shark</b>
<b>I can't stand...</b>	<b>Television</b>	<b>Birthdays</b>	<b>Horses</b>
<b>Cartoons</b>	<b>Shopping</b>	<b>Cars</b>	<b>Grandparents</b>
<b>Cricket</b>	<b>Computers</b>	<b>Water</b>	<b>The Internet</b>
<b>Getting into trouble</b>	<b>Tennis</b>	<b>Homework</b>	<b>Games</b>
<b>Popstars</b>	<b>Dolphins</b>	<b>Mornings</b>	<b>Weekends</b>
<b>The beach</b>	<b>Jobs</b>	<b>Mice</b>	<b>Teachers</b>
<b>Exercise</b>	<b>The olden days</b>	<b>Places I like</b>	<b>Dinosaurs</b>
<b>Dreams</b>	<b>Chickenpox</b>	<b>Friends</b>	<b>Headlice</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

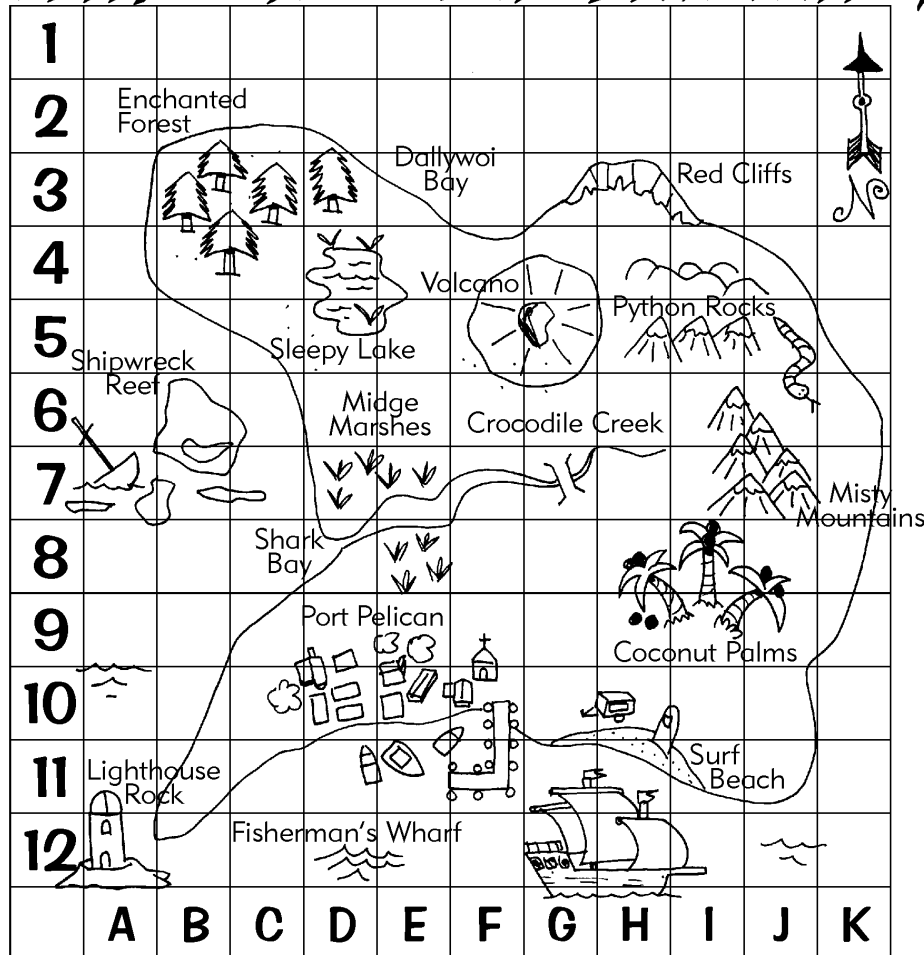
Worksheet

4



# Survivor!

## HOPE ISLAND



You have been shipwrecked at Hope Island. There is food and water at a secret location. Are you a survivor? **Locate** the co-ordinates below, **write** the place names and **mark** the track on the map. Good Luck!

Start at **A7** \_\_\_\_\_ . Swim to **C8** \_\_\_\_\_ but watch for dark shadows. Make your way to **F7** \_\_\_\_\_ , but whatever you do, don't go for a swim! Trek your way to **D4** \_\_\_\_\_ . Here you can take a nap. Find your way through **C3** \_\_\_\_\_ to

**E3** \_\_\_\_\_ . Walk along the beach to **H3** \_\_\_\_\_ and look south.

From here you will be able to see the last part of your journey. Crawl carefully over **I5** \_\_\_\_\_ but remember to make lots of noise as you do so.

You will need all your energy to climb **J7** \_\_\_\_\_ . Now find **I9** \_\_\_\_\_ . Your food and water are buried here. Only joking!

There's an ice-cream van at **H10** \_\_\_\_\_ and the town of Port Pelican is nearby with all the help you need - food, drinks, boats, phone ... well done!



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Mental Computation

○ Answer the facts, then colour by number:

25 = yellow

60 = blue

90 = orange

42 = green

15 = red

45 = purple



Math problems in the graphic:

- $90 \div 2 =$
- $100 \div 4 =$
- $5 \times 5 =$
- $30 \times 3 =$
- $30 + 30 =$
- $6 \times 7 =$
- $100 - 40 =$
- $50 + 40 =$
- $16 + 9 =$
- $50 - 25 =$
- $9 \times 5 =$
- $45 - 30 =$
- $84 \div 2 =$
- $50 - 8 =$
- $30 \div 2 =$
- $7 + 8 =$
- $5 \times 3 =$
- $60 - 15 =$
- $45 - 20 =$
- $12 + 13 =$
- $20 \times 3 =$
- $21 \times 2 =$
- $5 \times 12 =$
- $50 \div 2 =$
- $30 + 15 =$
- $6 \times 15 =$
- $2 \times 45 =$
- Center:  $30 \times 2 =$

Name: \_\_\_\_\_

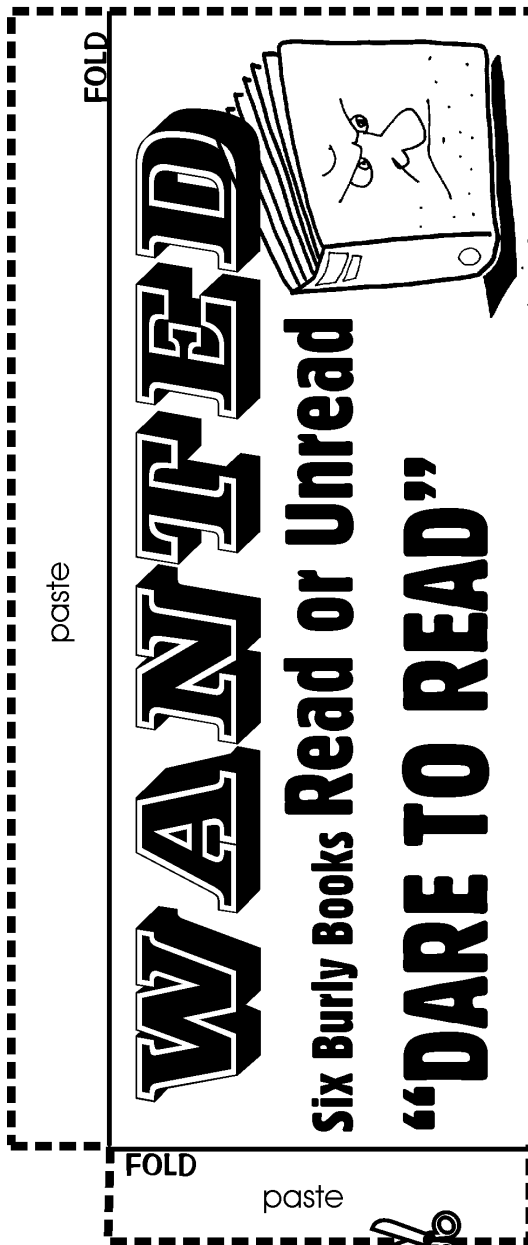
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Worksheet  
10

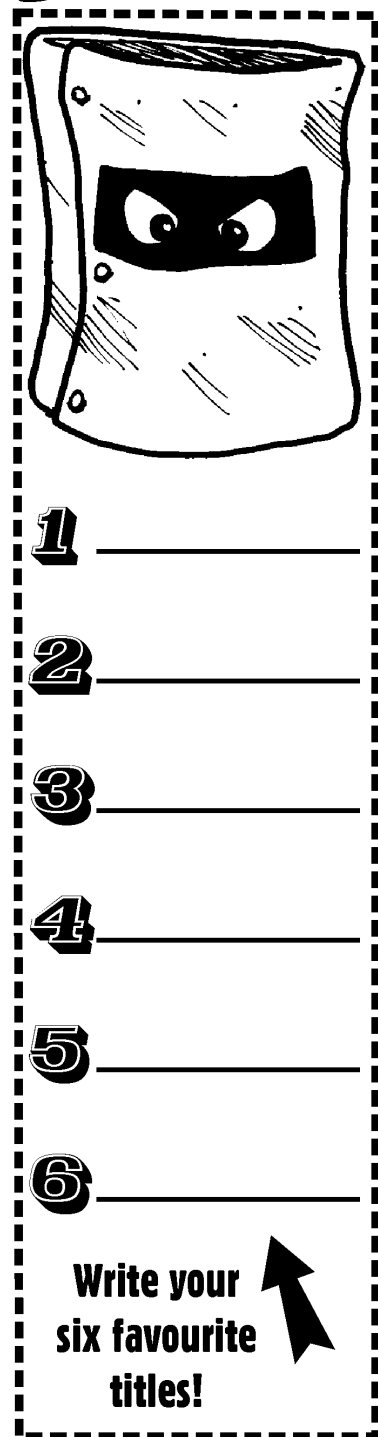


# Ned Kelly Bookmark

**A**



**B**



1. Fold and cut out **A** and **B**.
2. Fold and paste **A** to make an envelope.
3. Insert **B** into **A**.

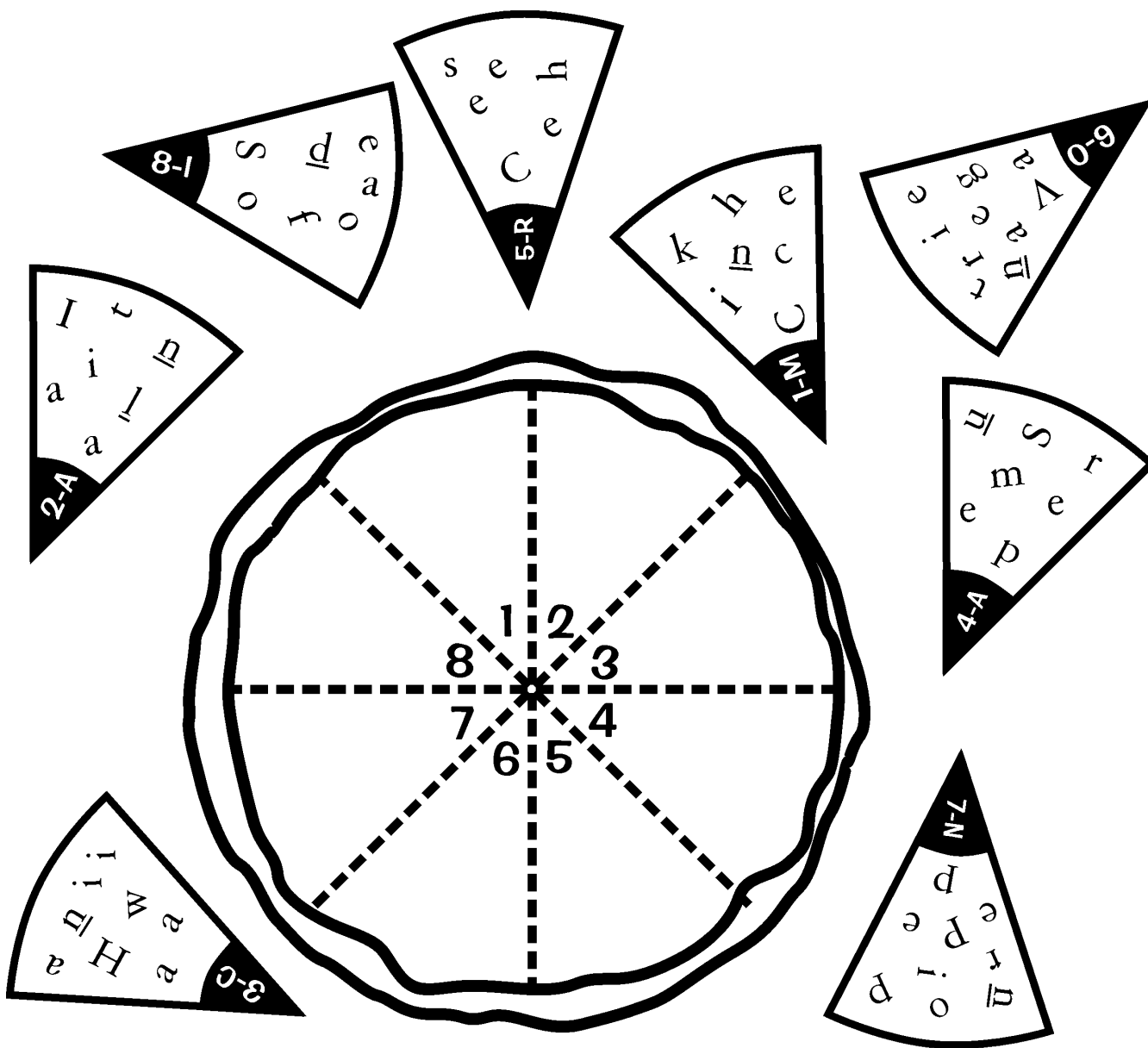
Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Anyone For Pizza?

- Unjumble the letters in the pizza slices below to find different pizza toppings. Cut out the slices and glue in order to find another favourite Italian food in the centre of the pizza.



1. _____	2. _____
3. _____	4. _____
5. _____	6. _____
7. _____	8. _____