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Introduction



More I'm Through! What Can I Do? is a one-stop resource that addresses this all-too-familiar question teachers hear from students who finish early. The high-interest, ready-to-use puzzles, riddles, brainteasers, and mazes can be completed with minimal teacher assistance and help sharpen language arts, math, creative thinking, and critical thinking skills. This new series is a follow-up to our best-selling title *I'm Through! What Can I Do?*





GETTING STARTED

Use any of the following suggestions to create a simple, structured environment that allows students to access these activities independently and keeps busy classrooms running smoothly.

1. Create individual student packets using all of the activity pages. Have students keep the packets in their desks and complete pages if they finish their assigned work early.
2. Create smaller packets by content areas (language arts and math) to use at centers. Store each set of packets in a file folder. Attach a class list to the outside of each folder. Have students cross out their names after they complete the packet.
3. Use activity pages individually as a supplement to a specific day's lesson
 -  a homework assignment
 -  a substitute teacher's helper
 -  a three-minute transition activity
 -  a morning warm-up or an after-lunch refocusing activity

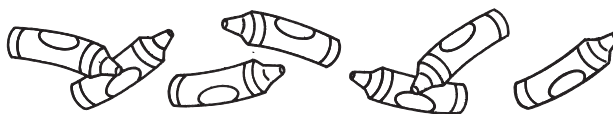


HELPFUL TIPS TO FREE YOUR TIME

-  Allow students to consult classmates to figure out puzzles.
-  Encourage students to correct each other's work.
-  Place copies of the answer key in an accessible area for students to pull as needed for self-correction.
-  Give students copies of the recording sheet to keep track of completed activity pages. Have students color in or check off each activity after it is completed.

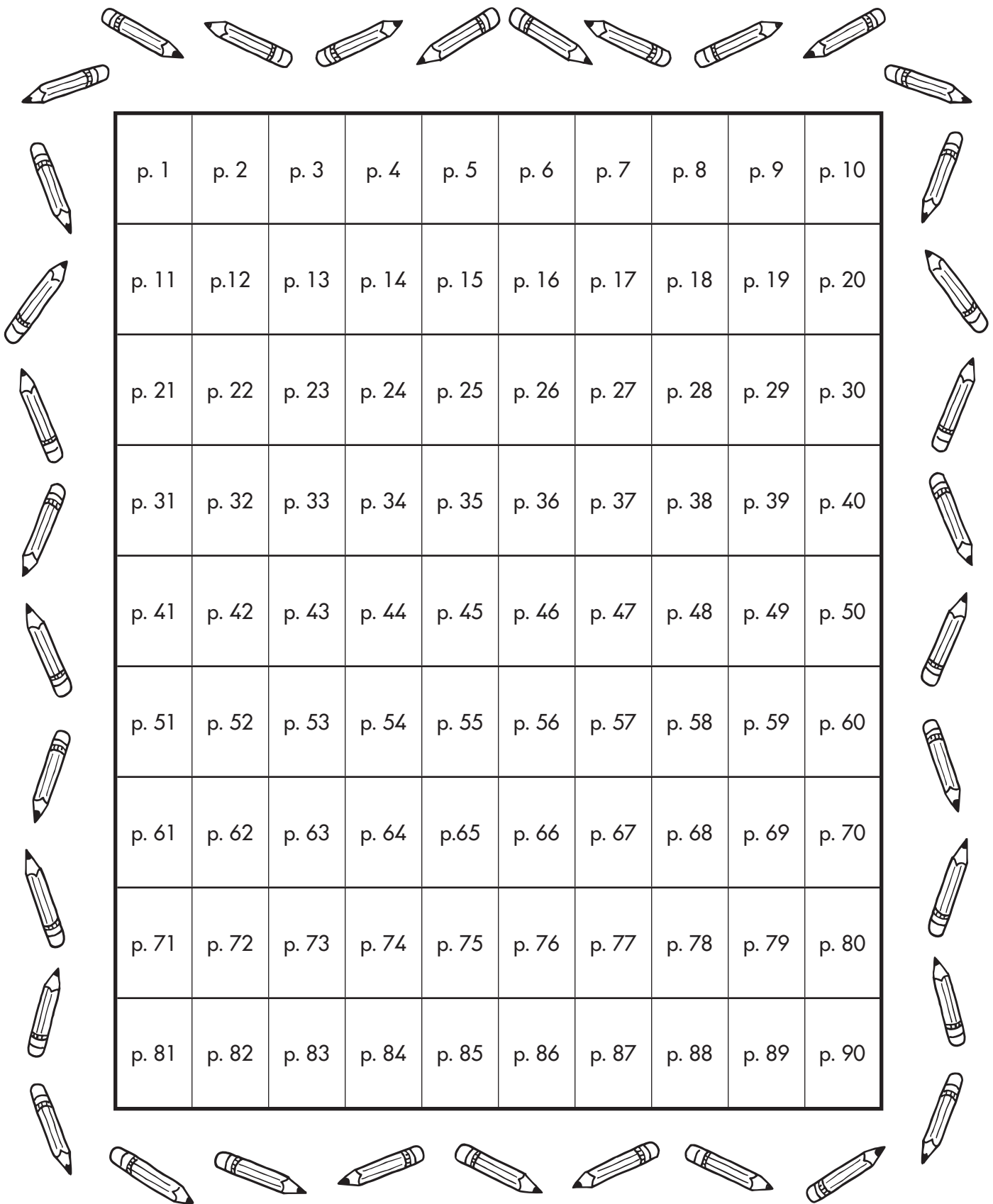


However you choose to use the activity pages, let *More I'm Through! What Can I Do?* assist you in establishing a constructive and productive classroom environment.



Name: _____

Keep track of your work by filling in the box after completing the activity.

A decorative border of various pencils surrounds the central grid. The pencils are arranged in a circular pattern, with some pointing inwards and some pointing outwards.

p. 1	p. 2	p. 3	p. 4	p. 5	p. 6	p. 7	p. 8	p. 9	p. 10
p. 11	p.12	p. 13	p. 14	p. 15	p. 16	p. 17	p. 18	p. 19	p. 20
p. 21	p. 22	p. 23	p. 24	p. 25	p. 26	p. 27	p. 28	p. 29	p. 30
p. 31	p. 32	p. 33	p. 34	p. 35	p. 36	p. 37	p. 38	p. 39	p. 40
p. 41	p. 42	p. 43	p. 44	p. 45	p. 46	p. 47	p. 48	p. 49	p. 50
p. 51	p. 52	p. 53	p. 54	p. 55	p. 56	p. 57	p. 58	p. 59	p. 60
p. 61	p. 62	p. 63	p. 64	p.65	p. 66	p. 67	p. 68	p. 69	p. 70
p. 71	p. 72	p. 73	p. 74	p. 75	p. 76	p. 77	p. 78	p. 79	p. 80
p. 81	p. 82	p. 83	p. 84	p. 85	p. 86	p. 87	p. 88	p. 89	p. 90

Name: _____

Date: _____

Three-in-a-Row—Long O

Read the word in each box. Draw a line through three **long o** words in a row. Lines can go across, up and down, or on a slant. There may be more than one solution. Score one point for each one you find.



drop	pocket	zero	boat	tote	copy
pop	coat	echo	rock	row	pot
road	got	tone	rod	moat	toe
hope	knock	cot	zoom	odd	auto
hello	bowl	body	oat	note	roll
rose	globe	bone	mow	bomb	boa

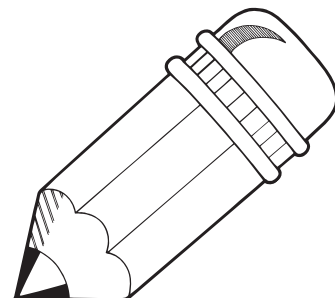
Score: _____

Name: _____

Date: _____

Three-in-a-Row—2-Syllable Words

Read the word in each box. Draw a line through three **2-syllable** words in a row. Lines can go across, up and down, or on a slant. There may be more than one solution. Score one point for each one you find.



about	little	zero	have	echo	bear
copy	rock	thing	went	happy	coat
apple	how	play	into	after	lion
pocket	road	best	drink	odd	name
jump	city	crash	first	knew	school
also	again	other	many	people	bottom

Score: _____