

Afterschool Curriculum

Language Arts Grades 4-6

Learner Expectation	Show-Me Standards	Suggested Activity
<p>Vocabulary</p> <p>Unfamiliar Words: Decoding The learner will be able to use decoding strategies to define unfamiliar words presented in context.</p>	<p>CA 2, 3, 1.5, 1.6</p>	<p>Scrabble</p> <p>Objective: Students will demonstrate teamwork and word skills to form words and earn points.</p> <p>Benefits: Good "Proficiency test" reinforcing game, stressing teamwork and quick moves. It may not seem like it, but kids get a great workout from this game!</p> <p>Equipment: Index cards with letters and point values such as in the board game "Scrabble".</p> <p>Game: Give each student a letter from the card deck (making sure that enough vowels and consonants are given). Each card has a point value, written on the bottom of the card. Explain to students that some letters may be more difficult to use in words, but those letters are worth more points. On command, students work together to form words in a given time (2-3 minutes). At the time limit, students add up the points they have for their word; each student in that word takes that many points with them in the next round. Teacher decides if the word is spelled properly, and encourages (and helps) students form challenging words. After two or three rounds, allow students to exchange letters and try again.</p>
<p>Context: Build Vocabulary The learner will be able to use contextual clues to expand his/her vocabulary.</p>	<p>CA 2.3. 1.5, 1.6</p>	<p>Vocabulary Game</p> <p>This is a word game to help students increase their vocabulary. Especially for ESL students/class.</p>

		<ul style="list-style-type: none"> -have two teams, ("A" and "B") (split class in half) -each team picks a representative from each team -have the class sitting in front of the chalk board and have the two representative sitting on a chair facing their classmates -write a vocabulary word on the chalk board (ex. air planes) -team a gives clues (one word) about the vocabulary word the representatives tries to guess what the vocabulary word is, give representative description of word etc... -representative choose their team mates to give them clues on their team, they get 5 clues, if they still didn't solve the word the next team ("B") gets to try to solve what the word is etc... -rotate representative after every word, current representative may choose the next representative for the next word
<p>Reading Operations</p> <p>Reading Aloud: Fluency/Expression The learner will be able to read grade level text aloud with fluency, understanding, expression, and personal style and demonstrate an awareness of volume, audience, purpose, and pace.</p>	<p>CA 2,3, 1.5</p>	<p>Record Your Reading</p> <p>Materials: tape player tape (cassette) book or toy</p> <p>Procedure: For younger children have them find a toy and then ask them open ended questions about the toy. Have the tape player on this whole time to record what the child says. Some questions you might want to ask are:</p> <p>What is this toy? Why is it your favorite?</p>

<p>Pre-Reading: Preview/Purpose The learner will be able to apply pre-reading strategies to gain purpose for reading to stimulate prior knowledge and facilitate the reading process.</p> <p>Post-Reading: Summarizing The learner will be able to use post-reading strategies, such as summarizing, to confirm his/her understanding of a given text.</p>	<p>CA 2, 3, 1.5, 1.6</p> <p>CA 2, 3, 1.6, 3.5</p>	<p>What do you do with it? What color is it?</p> <p>Objectives: To have children hear themselves talk or read. To know what they sound like when they talk or read! To have fun!</p> <p>For older children have them pick out their favorite book. Have them say the title of the book and who it is by on the tape and then record them reading the book.</p> <p>After the children are done being recorded play the tape back for them to listen to. Children of all ages love to hear themselves on a tape.</p> <p>Extension: Send a tape home and ask the parents to read a story to their children and record it at the same time. Then the children can listen to that story anytime. This is really nice for moms and dads if they are cooking dinner. They can put the tape in and the children can listen to a story while they get supper ready!!</p> <p>Title - The Secret Life of Hubie Hartzel</p> <p>Teaching Ideas</p> <p>The Secret Life of Hubie Hartzel is a fast-paced story about the perils of life in the fifth grade. Humor is one of the themes that helps lighten the story as Hubie deals with family, school, a class bully, and the eventual loss of the family pet.</p> <p>Thematic Links</p>
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<p>Organization: Information/Text Features The learner will be able to apply the format and organization of a variety of text features in order to find information.</p>	<p>CA 2, 3, 1.5, 1.6</p>	<p>Bullying -- Ask students to describe Marucci's behavior toward Hubie and Frank. Then ask them to recount other ways in which an individual or a group can bully someone. Help them recognize the wide range bullying can take: from teasing or leaving an individual out of a social gathering on purpose to serious verbal/physical attacks. What would they do if they found themselves in with a group of kids who were bullying another student? Have them explain the statement: it takes courage to stand up to peer pressure and do what's right. Ask them to think of a time they might have been bullied. Was it deeply hurtful? Lead students to understand that it is not only the action taken but the effect it has on the victim that counts.</p>
<p>Details: Demonstrate/Across Texts The learner will be able to demonstrate skills for constructing meaning by identifying major ideas and events and their supporting details across written texts.</p>	<p>CA 3, 1.6, 1.7, 2.4, 3.1</p>	<p>Discuss what they should do if they witness someone being bullied (i.e., talk to a teacher/parent). What if the person they witness doing the bullying is a friend? Should they tell an adult about their friend's behavior? Is there a point in which they should let an adult know?</p>
<p>Directions: Multi-Step/Task The learner will be able to read and follow multi-step directions to perform a task.</p>	<p>CA 3, 1.5, 1.6</p>	<p>Hubie gets back at Maruci with prankish revenge. Ask students if they think he settled his problem in an appropriate way. Could it have been handled differently? What does "being assertive" mean? (I.e., Get what you want by stating it in a normal voice - shouting could make it worse and talking quietly won't get the bully's attention. Then stick with your opinion and not let people push you around.) Students should understand that "being assertive" is acceptable. "Being aggressive" is not.</p>
<p>Main Idea: Recognize/Summarize/Key Point The learner will be able to recognize and summarize the main idea and key points of print and nonprint sources, including literature and informational texts.</p>	<p>CA 3, 1.6, 1.7, 2.4, 3.1</p>	<p>Family - Ask students what is their placement in their family: oldest, youngest, in-between, or only child. Hubie is the "middle child" who gets bossed around by his big sister Brenda. In turn, is he sometimes bossy with Stevie? Ask students how placement affects the relationships with their own brothers/sisters and parents? Have them list the advantages/disadvantages to being an only child.</p>

Hubie is expected to follow a certain code of behavior at home. Ask students if they think Hubie's parents are too strict or not strict enough? Explain.

Humor - Ask students to describe the parts in the book they found humorous. How did the author make the scene, character or situation funny? Bring into the discussion the following elements:

- surprise and the unexpected
- word play and nonsense
- exaggeration
- a ridiculous situation or character
- irony

Ask which element/elements the author used for the humorous selection they chose. (Writing assignment: using one of the elements, write a short humorous piece.)

Loss of a Pet (refer to section on math) - Ask students what comes to mind when they hear the term "man's best friend"(i.e., unconditional love, companionship and acceptance.) What are some things you can do with your "best friend?" (I.e., take your pet for a walk, listen to you when you need someone to talk to, and even guard your house.) But a pet can do much more. Research has shown that a pet can change your heart rate, lower your blood pressure, and ease the times you might be feeling lonely. As with any "best friend" you must consider his/her needs too. On page 35 Hubie makes sure there is plenty of fresh water and food for Fred. Along with the basic necessities, what other things can you do in caring for a pet? (I.e., provide time for play and exercise, groom your pet, visit the veterinarian, etc.) Discuss how caring for the pet's physical as well as emotional needs are ways of showing their love.

The book opens with Fred Ferkle as an elderly, sick cat. On page 14 Dad tells Hubie, "Sometimes it's best to put a sick animal out of its misery." Tell students that putting an animal to death painlessly for merciful reasons (i.e., a painful illness that cannot be cured, etc.) is called euthanasia. Ask if any of them have had to help their families make that difficult decision. When the times does come for their own pet to die, they will experience a variety of feelings: sadness over their great loss, confusion, sometimes even guilt. Have the students reread pages 88-89. What are the emotions Hubie is going through?

To help ease a loss, tell students that they can begin by embracing their memories: talk with teachers/friends/family members about their pet, and about the pet's death. And finally they must give themselves plenty of time to work through their grief. Sometimes, however, they might hear comments from others that are not constructive (i.e., "It was just a cat," "You can always get another pet," or "Now you don't have to take care of him any more.") Tell the students that these phrases are clichés: overused or trite expressions. Hearing these and other similar clichés only make grieving more difficult.

Interdisciplinary Links:

Language Arts - Have the students write a letter of condolence to Hubie using the clichés discussed above. Then have them rewrite the letter, this time avoiding the overused phrases by thinking of fresh ways to express their thoughts. When they are finished, ask which letter took longer (most likely the one without clichés.) Discuss why.

Cliches come to mind easily because we hear them all the time. A writer who gives careful attention to finding the right words to express a thought or idea will delight and surprise the reader. And in

	<p>this case, give solace to the grieving.</p> <p>Social Science *- Teaching styles: Have the students look up pages 2,4 and 19-20. Ask how Mrs. Bunce and Ms. Slomonsky's approach to handling discipline is different. Are their goals similar? How might each teacher's approach work better for some students and not as well for others? In answering that, ask students to consider the personalities of the people involved.</p> <p>Math*- Have the class do a survey of pets belonging to students in their classroom/school (i.e., how many cats, dogs, etc.).</p> <p>Younger students could develop a bar graph demonstrating the number of various pets. Older students might be interested in doing a study of pet longevity. Include a line graph of their pets' ages. Compare their graph with their research of pet longevity. Ask students whose pet is closest to the average longevity age. From this point, a discussion of pet care/ pet loss could be incorporated.</p> <p>Health - Ask students what are Hubie's eating habits (i.e., on page 4) Hubie avoids the healthier fruits and reaches for a piece of apple pie.) Talk about the major food groups and the benefits of getting enough nutrients. Is it sometimes okay to eat "junk foods?" How often they include "junk foods" in their diet depends on whether or not they are getting enough of the right nutrients to start with, what their weight is and the kind/amount of physical activities they do. Have the students keep a chart of all the foods that they eat and approximate amount of servings over one week. At the end of the seven days have them evaluate the results (i.e., nutrients they are getting or not getting enough of, how much refined sugars, what kinds of fats, etc.)</p> <p>Social Studies* - Begin with a discussion of the importance of animals in various cultures throughout the ages (i.e., cats in the</p>
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		<p>Egyptian culture were once worshiped, in Hindu culture white cows are considered sacred.)</p> <p>Ancestry: On pages 32-33 Hubie is told that his great-grandfather liked to draw and paint. He wonders if his great-grandfather had red hair too. Have the students do a family tree. They could gather the information through interviews, old family pictures, and research on the internet.</p> <p>Art *- Art is a form of social expression. How does Hubie use his drawings as a way of expressing some of his frustrations? Are his drawings exaggerated representations of his feelings? Have each student create their own drawing expressing a particularly moving incident in his/her life.</p> <p>Closure:</p> <p>Everyone has a talent. In Hubie's case it is in the arts. Ask students to think about their own special area of interest (i.e., playing a particular sport, building/fixing things, writing, etc.) Leave them with this question: How might they further develop their own talents?</p>
<p>Study and Research Skills</p> <p>Print/Nonprint: Make Connections The learner will be able to make connections between print and nonprint texts by identifying similarities and differences, using various resources that contribute to informed decisions.</p> <p>Notes: Taking/Techniques The learner will be able to utilize effective note-taking techniques.</p>	<p>CA 2, 3, 7, 1.5, 1.6</p> <p>CA 2, 3, 4, 1.6, 1.8</p>	<p>Title - Tall Tales</p> <p>A. Materials</p> <ol style="list-style-type: none"> 1. Any books on tall tales, especially those written by Steven Kellogg 2. <i>American Tall Tales</i> by Mary Pope Osborne 3. <i>John Henry</i> by Adele de Leeuw 4. <i>Fin M'Coul</i> by Tomie dePaola 5. <i>Big Men, Big Country</i> by James Bernardin

<p>Sources: Utilizing The learner will be able to recognize and utilize appropriate, accurate, and available resources for investigating interesting and important questions or topics.</p>	<p>CA 2, 3, 1.2, 1.4, 1.6</p>	<ol style="list-style-type: none"> 6. <i>Cut from the Same Cloth</i> by Robert D. San Souci 7. <i>Mike Fink</i> by Steven Kellogg 8. <i>Paul Bunyan</i> by Steven Kellogg 9. <i>Sally Ann Thunder Ann Whirlwind Crockett</i> by S.K. 10. <i>Pecos Bill</i> by Steven Kellogg 11. <i>Swamp Angel</i> by Anne Issacs 12. <i>The Bunyans</i> by Audrey Wood 13. Folders for each group with four pieces of paper. 14. United States map 15. Posterboard for each group 16. Colored pencils or crayons for each group 17. Encyclopedias, internet access, atlases
<p>Notes: Facts/Ideas/Data/Recording The learner will be able to take notes for the purpose of recording facts, ideas, and data, both independently and by following teacher instruction.</p>	<p>CA 2, 3, 4, 1.6, 1.8</p>	<p>B. Motivation</p> <ol style="list-style-type: none"> 1. Do a dramatic re-enactment of the Tall Tale character named Sally Ann Thunder Ann Whirlwind Crockett and her life. Show them the book that her character was based upon by Steven Kellogg.
<p>Sources: Credit/Ideas/Images The learner will be able to give credit for others' thoughts, images and information.</p>	<p>CA 4, 1.4, 1.7, 1.8</p>	<p>C. Instruction (Day One)</p> <ol style="list-style-type: none"> 1. Briefly tell them about how tall tales came about in our history. Tell them they are stories of exaggeration usually written about men or women who may have lived at one point in the United States or are truly fictional characters. 2. Focus on several Tall Tale characters: Davy Crockett, Sal Fink, John Henry, Johnny Appleseed, Old Stormalong, and Annie Christmas (show book examples). Read a passage or two from these stories so they get an idea of how exaggerated the stories became. 3. Have them give examples of the exaggerations. 4. Read <i>Swamp Angel</i> by Anne Isaacs to close this lesson. <p>D. Instruction (Day Two)</p> <ol style="list-style-type: none"> 1. This tall tale lesson will be expanded into a geography lesson. 2. Discussion:

Discuss how the United States seemed to be back in the early 1800s. Most of it hadn't yet been discovered. Tall Tales were a way that people could come to terms with the vast and inhospitable lands they'd come to inhabit -- thick, dark forests filled with bears and panthers, treeless, arid deserts and plains, towering mountains, and uncharted seacoasts. In its early years, it was a country made for heroes -- only heroes or "giant" men could conquer its unknown territory. These heroes faced big challenges and overcame them in amazing ways. Tall tales did exist before the 1800s in American but it was here that they found their true home.

Life in the 1800s on the American frontier (not in the cities so much) was backbreaking work. But when the work was done, people gathered around the campfire and told stories. Storytelling was an art and they would sit for hours telling tales of the new land. The rugged folks of the American frontier weren't very interested in repeating a tale in the same way so it became a little exaggerated. They wanted to make the story bigger and better. For example, if Jay told how he shot a deer and a bear with one bullet, Jim would say that was pretty good, but he shot a deer, a bear, and a fish with one bullet. Then another man would say he did the same thing, but when he opened the fish, he found a gold ring. These exaggerations made for some good storytelling. After a while, however, people didn't just want to hear stories about themselves but of extravagant, restless, flamboyant, and gigantic men and women who were rip-roaring characters roaming the American frontier. Some of these stories involved true characters (Davy Crockett and Johnny Appleseed) but others involved made-up characters such as Paul Bunyan and Pecos Bill.

3. Read *The Bunyans* by Audrey Wood. This is the book upon which the project will be based.

4. Divide students into four groups of four and five and have each

		<p>group choose out of a hat which region of the U.S. they will be researching. Have them vote on a recorder and a presenter for their group. There may be two presenters but only one recorder. Everyone should be researchers and artists.</p> <p>E. Instruction (Day Three)</p> <ol style="list-style-type: none">1. Using research skills previously taught; they may use encyclopedias, atlases, the Internet, and computer encyclopedias for researching. They must answer the following questions (<i>see worksheet below</i>).2. Once their questions are answered, give them a piece of white posterboard and have them make a pictorial scene of their landmark. If they were never able to see a picture of their landmark, go by the descriptions they have heard from the tall tales or other resources they used to answer their questions. <p>F. Instruction (Day Four)</p> <ol style="list-style-type: none">1. Presentation Day: each group will present their landmark to the class. <p>IV. Evaluation of Student Learning</p> <ol style="list-style-type: none">A. Effectiveness in researching topicsB. Ability to function well as a groupC. Content of projectD. Presentation of projects <p>V. Follow-Up Activities</p> <ol style="list-style-type: none">A. Choose a student from each group to help you display the questionnaires and pictorial scenes in the hallway outside the Media Center or in the Media Center itself.B. Extra Credit Work: Students may use their creative writing talents to write an original Tall Tale. These can then be published in the Student Writing Center, cataloged and checked out by our entire student population.
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		<hr/> <p>Tall Tale Questionnaire</p> <ol style="list-style-type: none"> 1. In what state is your landmark located? 2. What states would you have to travel through to get to your landmark if you left from our state capital? 3. Why would people want to go see your landmark? Make sure you include details of what it looks like. 4. Remind the class how your landmark came to being in the story <i>The Bunyans</i>. When your group presents their landmark be prepared to dramatize how it was described in the book. 5. Why does your group think it was made a landmark? 6. Add one other creative point of information your group would like to share with the class concerning your landmark.
<p>Genres</p> <p>Author Style: Literary Devices/Determine The learner will be able to determine how the meaning of literary devices communicates the author's message or purpose.</p> <p>Multiple/Paragraph/Write The learner will be able to write multiple paragraph narrative and/or expository pieces across content areas using consistent grammar.</p>	<p>CA 2, 1.5, 1.6</p> <p>CA 1, 4, 1.8, 2.1, 2.2</p>	<p>Writing with Alliteration</p> <p>BRIEF DESCRIPTION: This lesson teaches the student how to write with alliteration, repeating the same letter sound at the beginning of two or more words in a sentence. It also is a review of adjectives and adverbs.</p> <p>OBJECTIVE: The student will be able to understand what alliteration means and will be able to write a sentence repeating the same letter sound at the beginning of most words in a sentence and will use many adjectives, adverbs and vivid verbs to lengthen the alliteration.</p>

MATERIALS NEEDED: *Thank You for the Thistle*, by Dorie Thurston found at www.doriebooks.com, blank white paper, dictionaries

LESSON PLAN: Tell the class that you are going to read a story that uses a certain style of writing called alliteration. Explain that alliteration means that the same letter sound will be repeated at the beginning of several words in a sentence. Read *Thank You for the Thistle* to the class telling them to listen to the letter sounds they hear at the beginning of each word. It is a sweet story about Great Aunt Nellie and her nice nephew "who watch with wild wonder at the wide window as the beautiful birds begin to bite into the bountiful birdseed." Read a short selection and ask which letter sound they hear being repeated. After reading the story, tell the class that they are going to write a sentence with alliteration as a group. Put up the word "cat" on the board and ask the students to think of an adjective that begins with the "k" sound. Something that describes the cat that begins with a "c" or "k", but not "ch" letter combination because it does not have the "k" sound. (Crazy, cool, calico, cute) Then ask them to think of a verb that begins with the "k" sound. What does the cat do? (Caught, climbed, crawled) Now how did the cat do it? Think of an adverb that begins with the letter sound "k." (Carefully, carelessly, cautiously) Where did he do it or what did he catch? Continue until a nice sentence is written on the board. Pick another subject and write another sentence together. Have them write sentences on their own and then share them with the class. Tell them to watch out for certain letter combinations that do not make the same sound such as the "kn" combination for the "k" sound or "th" combination for the "t" sound.

ASSESSMENT: Tell the class that they are going to write an alphabet book. They are going to draw a large letter that you assign them. Write a sentence using that letter and draw a picture depicting

		that sentence. They may use dictionaries to help them think of words to use since all the words beginning with the same letter are categorized together.
<p>Writing</p> <p>Writing as a Process: Choose The learner will be able to choose a focus, organizational structure, and point of view for writing based on purpose, audience, length, and format requirements.</p> <p>Purposes/Audiences/Forms The learner will be able to write in different modes for a variety of purposes and audiences: picture books, rhymes, poems, personal and informational messages, and stories.</p> <p>Research Paper: Generate Questions The learner will be able to generate questions about a specific topic to assist in researching.</p>	<p>CA 4, 1.8, 2.1</p> <p>CA 4, 1.8, 2.1</p> <p>CA 2,3, 1.1, 1.4</p>	<p>Legends - Writers Workshop</p> <p>Materials: Legends - handout on various types of legends, blank sheets of paper one for Ideas and one for writing the legend.</p> <p>Organization: Students will be arranged into groups of 4/5 to create mini legends.</p> <p>Procedure: Set: I will be reading the students a legend then discussing it with the class as to why it was created.</p> <ol style="list-style-type: none"> 1) People told legends were told in many cultures to try and explain their surrounding in a way that made sense to them. 2) You could call it the predecessor of science, before the scientific world began studying the world people were already asking questions. 3) People had to attempt to answer these questions by using stories that made some sort of sense to them. Legends was their vehicle 4) You need a reason to tell a legend for example you could tell a legend to show why you should not do something or you can tell a legend to explain why something is the way it is. 5) What kind of legend was the one I just read why do you think it

		<p>was created?</p> <p>Middle: 1) Introduce the topic for the day which is Aboriginal legends.</p> <p>2) Relating to the set topic I will go into dept what comprises a legend.</p> <p>3) We are going to be learning a social skill of encouraging ideas from each other. We will need this skill in creating a legend toward the end of this class.</p> <p>4) Separate the class into groups of 5 students per group. Explain that each group will come up with a legend based on a choice of the topic list or one of their own choosing. The legend must include all the requirements based on the select number of topics that I have given them or one of their own choosing.</p> <p>5) Each group will have writer, task manager, legend teller, encourager, and presenter, but all group members are being evaluated on their ability to encourage ideas from each other.</p> <p>TOPICS:</p> <ol style="list-style-type: none">1) Why the squirrel got his bushy tail2) Why the Bear had to go to sleep in the winter.3) A legend about not swimming in the deep water by yourself.4) A legend about respecting your parents5) Why the beavers teeth never stop growing6) A legend about why the eagle has his sharp claws <p>You can also come up with your own topic, but it must explain something or warn of a consequence of why something happens.</p>
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<p>Language Mechanics</p> <p>Capitalization: Variety/Writing/Apply The learner will be able to capitalize the beginning of a sentence, pronoun "I," proper names, days, months, seasons, titles, regional directions, initials, forms of address, direct quotations, proper adjectives, and letter greetings and closings.</p> <p>Conventions: Punctuation The learner will be able to apply knowledge of the conventions of punctuation, including commas in a series, dates, addresses, beginning and ending quotation marks, and hyphens in compound words.</p>	<p>CA 1, 1.6, 2.2</p> <p>CA 1, 1.6, 2.2</p>	<p>Capitalization - Direct Quotes Multiple Intelligences Activities and Instructional Strategies</p> <p>Verbal/Linguistic</p> <p>Instruction</p> <p>1. Circle the Sage - Have 6 people who know the rules to capitalizing direct quotes stand at different points of the room. Teams split and gather around sages to hear info. They go back to team and share and compare (Interpersonal)</p> <p>Activity</p> <p>2. Write a dialogue between two fictional characters. (Be sure to use before, after, and interrupting quotes.) Highlight the capitals in direct quote. (Intrapersonal)</p> <p>Logical/Mathematical</p> <p>Instruction</p> <p>1. After "Circle the Sage," students look at sheets and decide on rules to capitalizing direct quotes.(Interpersonal)</p> <p>Activity</p> <p>2. Read a dialogue page and highlight the capitals in the direct quotes. Graph how many times the direct quote was used and capitalized either before/after/or interrupting the quote.</p>
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		<p>(Intrapersonal) Visual/Spatial Instruction</p> <p>1. Cut and paste direct quotes in 3 categories (before, after, and interrupting.) (Interpersonal)</p> <p>Activity</p> <p>2. Create a cartoon strip that uses capitals in direct quotes. (Be sure to include before, after, and interrupting quotes.) (Intrapersonal)</p> <p>Musical/Rhythmic Instruction</p> <p>1. Background music during "Circle the Sage."</p> <p>Activity</p> <p>2. Create rules sung to the tune of "Twinkle, Twinkle Little Star." (Inter or Intrapersonal)</p> <p>Bodily/Kinesthetic Instruction</p> <p>1. Students stand each time they are to capitalize when the word is spoken. (Whole Group)</p> <p>Activity</p> <p>2. Create either a dance or an exercise (movement) routine that would go with the direct quotes. (Inter or Intrapersonal)</p> <p>Naturalist Activity</p>
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		<p>1. Create a conversation that might occur between a predator animal and a prey animal. Somehow represent the animals with pictures, poster, puppet, etc. (Intrapersonal)</p> <p>Interpersonal Activity</p> <p>1. Same as verbal/language, but have two people carry on a conversation on paper using capitals in direct quotes</p> <p>Intrapersonal</p> <p>Successful Paragraphs</p> <p>Objectives and Standards:</p> <ol style="list-style-type: none">1. The students will write a five-sentence paragraph about three wishes in which every sentence begins with a different word.2. The students will complete revisions on the paragraph by checking for capitalization, punctuation, and completion of sentences, using the provided checklist.3. The students will use oral communication skills to present their paragraphs to the class. <p>Procedures</p> <ol style="list-style-type: none">1. Introduce the lesson by explaining one thing that makes good writing so good—variety. Explain that they will be writing a paragraph in which every sentence will start with a different word.
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		<p>2. Students list 3 material things they wish for, 3 happenings that would make them happy, and 3 places they would like to visit. Students circle 1 favorite item from each list. This forms the body of the paragraph.</p> <p>3. Have students brainstorm different ways to write an introductory sentence for the things that would make them happy. They should do the same for a concluding sentence.</p> <p>4. When students start putting together their rough drafts, remind them that each body sentence should start with a different word. Encourage students to shake up the usual way that they write sentences (for example, start a sentence with the word "because" or an infinitive).</p> <p>5. When students finish their rough drafts, have them use the Revision Checklist handout to check over their papers. When they finish, they should write a polished final draft.</p> <p>Extension: Have students find examples of varied writing in their favorite books.</p> <p>Assessment: Students should be graded on the completion of the objectives. Did they start every sentence with a different word? Are revisions complete and visible? Is the final draft neat and correct?</p> <p>Materials: Loose-leaf paper for brainstorming, rough and final drafts Pencil Revision Checklist (shown below)</p> <hr/> <p>Revision Checklist</p>
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		<p>Place a check mark in the blanks as you check your paragraph.</p> <ul style="list-style-type: none">___ Capitals<ul style="list-style-type: none">at the beginning of a sentenceproper nounsadjectives derived from proper nounsthe pronoun I ___ Periods<ul style="list-style-type: none">at the end of a sentence ___ Question marks<ul style="list-style-type: none">at the end of a sentence when it needs an answer ___ Exclamation marks<ul style="list-style-type: none">at the end of a sentence to show strong feeling ___ Conjunctions<ul style="list-style-type: none">words that join two words or two groups of words ___ Commas<ul style="list-style-type: none">show a pause in a sentencewords in a listwords used for further explanationbefore conjunctions when joining complete thoughtsafter however ___ In contractions<ul style="list-style-type: none">to show ownership ___ Quotation Marks<ul style="list-style-type: none">around the beginning and end of a quote ___ Spelling
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		all words spelled correctly ___ Complete sentences contain a noun and a verb
<p>Language Expressions</p> <p>Parts of Speech: Correctly/Use The learner will be able to correctly use parts of speech, including objective and subjective case pronouns, singular and plural possessive forms of nouns, common and proper nouns, correct forms of adjectives, verbs and adverbs.</p> <p>Sentence Structure: Construction The learner will be able to recognize and construct complete sentences.</p>	<p>CA 1, 1.6, 2.2</p> <p>CA 1, 1.6, 2.1, 2.2</p>	<p>Parts of Speech integrated with Computers</p> <p>Objectives: Students use Microsoft Word to create a table. Students gain practice in formatting their text. Students change page set-up. Students learn to shade a table. Students reinforce their knowledge of parts of speech. Students do creative writing. Students use a drawing program to illustrate their work.</p> <ol style="list-style-type: none">1. Students use Microsoft Word to create the first half of the project, and a drawing program such as KidPix to illustrate part of it.2. Students center a title (Ex: Parts of Speech) and their name on the top of the document, using Font Comic Sans (for example), size 14Bold. Left and right margins are changed to .5 inch.3. Students create a 6 x 6 table. Each cell is center justified. The first cell in the first row is always kept blank. The remaining five cells are filled with the following words: Noun, Verb, Adjective, Adverb, Preposition. The first column is filled with numbers 1-5 (keeping that first cell blank.)4. Students fill in each column with the proper part of speech. They are encouraged to use unique creative examples. Each student comes

		<p>up with their own words.</p> <p>5. The top row and the first column are shaded light gray to make them stand out.</p> <p>6. Students skip two lines and then make five sentences, each one using the words on a particular line in their table. They are not allowed to change any of the words once they begin writing their sentences. These sentences become quite funny and creative.</p> <p>7. To culminate this activity, students illustrate one of their sentences using a drawing program such as KidPix.</p> <p>Sentence Maker</p> <p>MATERIALS: flash cards</p> <p>METHOD:</p> <p>1. Here is a simple activity to revise spelling, verb tenses and vocabulary. Just decide on the structure you want to deal with, give your pupils a couple of examples... and they'll work hard (and enjoy it, too!) The activity may be done with the whole class or in small groups, depending on needs and circumstances.</p> <p>2. The students write a number of flashcards and make sentences with them. These contain the articles, the subject pronouns, the possessive adjectives and the nouns, verbs, prepositions, adjectives and adverbs you think fit. Let your pupils add pictures where possible! Notice the following:</p>
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The Present Simple Tense

SUBJECT + VERB +

Ann can swim / Tom is a doctor / They are happy
Charles has got a dog / The girls have got some books
He likes chocolates / My brothers speak French / Mary drives
carefully

3. You can do wonders with 200 cards or even less than that!
Students get organized and write 10/15 cards each, to begin with.
This could either be set as homework beforehand or done in class on
the same day . Make sure all necessary categories are used. Teacher
can always suggest/add new words.
Shuffle the cards and pile them on a desk in such a way that students
cannot see the text or the pictures. Decide how long you want to
devote to the game itself (15-30 minutes) In turns, students. take one
or more cards from the pile and try making sentences using at least 3
words. If the sentence is correct, the student wins 5 points. Cards that
have been used go to the bottom of the pile. Add new words now and
again! The student with the most points wins the game.

4. For your students' benefit, the cards containing verbs should
include S or ES when dealing with The Present Simple. For the same
reason, add ING when dealing with The Present Continuous and
indicate whether the verb is regular or irregular when dealing with
The Simple Past (or even give students the past form straight away!)

EXAMPLES:

You can use any words you like. The following are just a few
suggestions:

	<p>ARTICLES: a, an, the.</p> <p>POSSESSIVE ADJECTIVES: my, your, his, her, its, our, their.</p> <p>SUBJECT PRONOUNS: I, you, he, she, it, we, they.</p> <p>NOUNS: bananas, bed, beer, bicycle, birds, books, boyfriend, brother, bus, butter, cabbage, cake, cat, car, chair, children, chocolates, day, doctor, dog, door, ducks, English, film, flat, floor, food, French, friends, girlfriend, hands, home, homework, horse, house, jacket, jeans, John, Italian, lake, lesson, letter, lion, London, man, mansion, medicine, men, milk, mother, motorbike, Mr Smith, Mrs Jones, neighbors, news, newspaper, novel, opera, park, pizza, policeman, policewoman, problem, radio, record, school, sea, shirt, sister, sofa, song, soup, story, street, students, swimming-pool, tea, telegram, thief, thieves, time, tomato, TV, water, window, wine, woman, women, zoo.</p> <p>VERBS: be (include am, are, is - was, were) build, buy, can, catch, close, die, do, draw, drink, drive, eat, feed, go, grow, hate, have got (include has got), hit, kill, learn, like, listen, love, make, read, ride, run, sell, send, shake, shut, sing, sit, sleep, speak, spread, steal, swim, take, teach, tell, understand, watch, wear, work, write.</p> <p>ADJECTIVES: beautiful, bad, big, cheap, expensive, fat, good, green, nice, old, small, terrible, thin, ugly, young.</p> <p>ADVERBS: a lot of, always, dangerously, fast, here, never, now, often, quickly, slowly, sometimes, there, this morning, today, well, yesterday.</p> <p>PREPOSITIONS: along, at, behind, beside, between, from, in, on, of, over, under, through.</p>
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<p>Spelling</p> <p>Conventions: Spelling/Fifth Grade/Use The learner will be able to use conventions of spelling appropriate for grade level. Listening</p> <p>Critical Listening: Use Skills The learner will be able to employ the use of critical listening skills for enjoyment, information, directions, to identify tone, mood and emotion of verbal and nonverbal communication.</p> <p>Behaviors: Active Listening The learner will be able to engage in active listening during different situations.</p> <p>Presentation: Verbal/Nonverbal/Interpret The learner will be able to interpret the verbal and nonverbal messages, purposes, and viewpoint of a speaker.</p>	<p>CA 1, 1.6, 2.1, 2.2</p> <p>CA 5, 6, 1.5, 1.6, 1.10</p> <p>CA 5, 6, 1.5</p> <p>CA 1, 6, 2.1, 2.3, 4.6</p>	<p>"Sparkle"</p> <p>OBJECTIVES: The student will</p> <ol style="list-style-type: none"> practice their spelling vocabulary. develop a positive attitude towards learning. practice their listening skills. <p>RESOURCES/MATERIALS: One copy of students spelling list, an area large enough for the whole class to stand in a circle.</p> <p>ACTIVITIES AND PROCEDURES:</p> <ol style="list-style-type: none"> Have the class form a large circle in an open area. Ask them to stay standing. Tell the students that you are going to give them a spelling word and that it is very important for them to pay attention. Say a spelling word, e.g. "sphere". The first person will say the word "sphere." The next student will say the first letter of the word, "s". If a student misspells the word, they have to sit down. Have students go around the circle, spelling out the word "sphere". Once the all of the letters have been correctly spelled out, the next student says the whole word. The next person in the circle says "sparkle" and the person after
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them sits down.

10. Start the game over when there are only a few students left standing. Warning!!! This game can become very popular!!

CLOSURE: Ask students what they liked about the game or what could be improved to make it more fun for the whole class.

Dictations, Please!

- Listening Comprehension
- Spelling
- Dictation
- Vocabulary Acquisition

Objectives:

To improve the kids' listening comprehension and spelling abilities.

Materials:

- The text/s you want to dictate.

Introductory questions to stimulate discussion:

1. Do you make many spelling mistakes?
2. Are you reading enough?
3. Can you understand what you read?
4. Are you a good listener?
5. Can you remember a long string of words? (Check with your own examples!)

Introduction Activity:

Ask the kids for their favorite words. Let them write sentences with them for a few minutes. Kids could read their sentences out and aloud while someone copies them on the blackboard. Check meaning and spelling.

Body:

In general, students are not particularly fond of dictations. However, you may wish to give them one now and again to improve their spelling, their vocabulary range or their listening abilities. Dictations are useful. Try this teaching activity for a dictation with a difference!

To begin with, it is a good idea to choose a text which sounds familiar to students (e.g. one you have dealt with over the past few weeks.) Your text should not be too long, as dictations require concentration and can be a bit stressing. And it would be nice if you read the text to your students -at normal speed- before actually dictating it: this will improve their comprehension and will have a direct effect on their performance. When you proceed to dictate the text, do not dictate word by word but choose short meaningful bits instead: John lives - in a beautiful house - in Oxford. It often helps if you care to read the whole text again at normal speed when the dictation has been completed, as this gives students a chance to check their work before you mark it. Should your students be over-anxious about their marks, let them find the mistakes themselves (after all, we are talking about teaching, not testing.)

If you already follow the above suggestions and keep getting hair-raising results, here are a few more tips:

Let your students have the transcription of the dictation handy, so they can have a look at the text if necessary. Before the dictation begins, ask the class to write the following in a corner of their sheets:

		<p>A/B/C. Read the following and explain:</p> <p>During the course of the dictation, students will be allowed to check the original text -for a maximum of 5 times- if they get lost or want to check the spelling of a particular word PROVIDED they tick (X) under "A" BEFORE doing so. Emphasize that they should be honest. When the dictation has been finished, the students count the number of ticks and write it under "A" (e.g. 3). They should write the number of mistakes under "B" (e.g. 5) and the sum of both numbers under "C" (8 in this example.) We could say that students whose amount expressed under C is 10% or lower of the total number of words in the dictation have done a good job (9 would be the passmark for a text of about 90 words.) In this way, your students will no doubt overcome their fears and, with practice, they will improve their talents, which is what we all want. After some time you may lower the percentage of the passmark and, if all goes well, you will be giving exciting dictations on new topics before long!</p> <p>Conclusion Activity:</p> <p>Think hard for a minute and write your longest sentence EVER. Make sure it makes sense and that it is spelt correctly! Write it on the blackboard for everybody to see.</p>
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