



The Fib: A Wordy Tale

A Curriculum by Linda Wilson

In the following pages you will find a “Webbing” for the book *The Fib: A Wordy Tale* that contains a list of activities to use in the classroom. These activities have been developed for the different academic disciplines of: Language Arts, Physical Education, Reading, Science, Social Studies, Theatre Arts, Visual Arts, and Writing. You will also find a list of Web sites for your use.

After the “Webbing” pages I have provided the National and State Competencies. Following each competency there are activities from the “Webbing” pages listed with the disciplines and the number of the activity from that discipline that meets the particular competency.

Good luck with your use of the book and the suggested activities provided for you.



The Fib: A Wordy Tale

Interdisciplinary Webbing (Activities)

by Linda Wilson

Webbings or graphic organizers are a teaching technique that helps instructors choose activities that make connections with academic disciplines.

Language Arts Activities:

1. Using sentence charts write the definitions from the “Dorftionary” in the back of the book and have the student match the correct word to definition.
2. Match cards having the words from the “Dorftionary” and their syllables on them.
3. Match words that have the same number of syllables from the book and/or from the “Dorftionary”.
4. Divide the words in the “Dorftionary” into Prefix, Suffix, and Roots.
5. Discuss Fact vs. Fiction - Cryptozoology is the study of unknown species
Fact - skating moves, doctors listed, CAT scans, MRI, etc.
Fiction - could all the doctors do what might be needed, characters real
6. Pick out the vowels - short, long, silent letters, upper case, and lower case
7. Pick out consonants - blends, silent letters, upper case, and lower case
8. Retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030
9. Pick out parts of the narrative: characters; setting; plot; theme; sequence of story; point of view; what is the beginning, middle, and end of story.
10. What is Lexicology, when did it begin, and how has it helped us?
11. Write your own secret code.
12. Read some of the great myths.
13. Have students point to the parts of the book - front cover, back cover, top, bottom, author, title, illustrator, table of contents, etc.
14. Have students point to words in their book as you read it aloud.

15. Have students pick out the rhyming (family) words, antonyms, and homonyms, compound words and identify the relationship between words found in the book as you read the book aloud.
16. Using the one/multi syllable words in the book have the children blend the sounds to read the word.
17. Have students pick out the High Frequency and DOLCH words used in the book.
18. Have students identify the objects in the illustrations of the book and discuss how the pictures show events that happen and visually explain the words on the page.
19. Pick out the parts of a sentence, parts of speech, punctuation, articles, conjunctions, upper case and lower case letters in the story.
20. Have students pick out the literary devices used by the author (similes, metaphors, personifications, idioms, etc.).

Physical Education Activities:

1. Red Light, Green Light - using skating moves; how you think Dorf and Maxx would move.
2. Simon Says - skating moves; how you think Dorf and Maxx would move.
3. Mother May I - skating moves; how you think Dorf and Maxx would move.

Reading Activities:

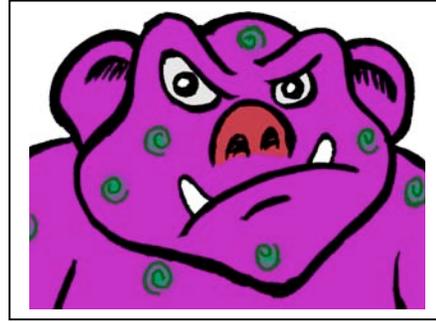
1. Conduct a "Round-Robin" reading of ***The Fib: A Wordy Tale***.

Science Activities:

1. Study the science of Phlebotomy and how it is coming back into use.
2. Study the science of Seismology and how scientists use it to help.
3. Is Phrenology a science?
4. Practice the art of Cryptology - write with lemon juice, write with a white crayon or candle and water color over the writing, write your own code, etc.
5. What is borax and how is it useful?
6. Study camouflage in nature.
7. Maxx says his food is moldy - grow mold.
8. How does a MRI work and what are they used for?
9. How does a CAT scan work and what are they used for?
10. How does an X-Ray work and what are they used for?
11. What is Meteorology and how does knowing about the weather helps us?

Social Studies Activities:

1. Research famous skaters - the Olympics.
2. What jobs are there for people who skate?
3. What safety equipment is used for skaters and why?
4. Set up a store to sell skates - posters advertising, how store would look inside, etc.
5. Research skating rinks and their effect on the young people at that time.
6. Study:
 - a. Meteorology
 - b. Phlebotomy
 - c. Eschatology
 - d. Seismology
 - e. Egyptology
 - f. Phrenology
 - g. Lexicology
 - h. Cryptology
 - i. Mythology
7. Study about Jehoshaphat and the land of Judah.



Dance Activities:

1. Look at the various animals represented in the book on pages 15 and 16 and develop ways in which they would move. Perform them for the class and critique each movement.
2. Research different skating moves – both ice and in line skating – and perform them without skates having the class critique the moves.
3. Using a partner create a dance for the Doctors as they go through their examinations of Dorf. Critique the dance.
4. Study Egyptian dance and create a dance using Egyptian movements. Critique.
5. Explore the movements one would have during an earthquake – walking, sitting, driving. What feelings would you want to convey to others about the earthquake. Critique.

Theatre Arts Activities:

1. Act out the book.
2. Act out variations of the book - new ending, dancing not skating, other characters, different setting, and different time period.
3. Play charades - skating words, different doctors, in a hospital, etc.
4. Write a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, and the web.
5. Put on a puppet show of the book.

6. Critique all performances evaluation of emotions, movements, set designs, etc.

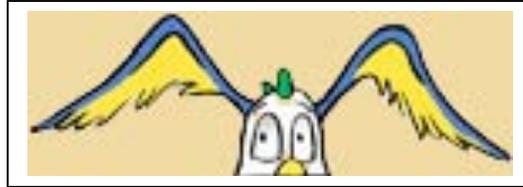
Visual Arts Activities:

1. Study the art of camouflage by dissimulating an object. Construct your own design using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.
2. Paint using skates. After completion have a classroom critique.
3. Construct skates from boxes, wheels, laces, juice tops (frozen or bottles), and dowels. After completion have a classroom critique.
4. Develop an advertisement for:
 - a. the sale of skates
 - b. a store selling skates
 - c. a skate competition
 - d. a skating rinkAfter completion have a classroom critique.
5. Make a mural with skating moves on it. After completion have a classroom critique.
6. Make puppets of the characters and put on a puppet show. After completion have a classroom critique.
7. Design and construct a puppet theatre. After completion have a classroom critique.
8. Design and construct a theatre for the play written. After completion have a classroom critique.
9. Study the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to page of the book.
10. Draw pictures of how Maxx describes his house. After completion have a classroom critique.
11. Use drawing and painting programs on the computer. After completion have a classroom critique.
12. Discuss the color combinations used in the book.
13. Point out and discuss the types of lines - straight, curved, diagonal, wavy, etc. - used in the book.
14. Discuss the different shapes used to create recognizable images in the book.
15. Compare the works of the book's illustrator to the works of Hieronymus Bosch.
16. Discuss how the author is also an illustrator.

Writing Activities:

1. Taking the "Dorftionary" in the back of the book, write a sentence using each word.
2. Using a Dictionary, divide each word listed in the "Dorftionary" into syllables.
3. Write and illustrate a book about skating and the different moves.
4. Write a new story having different ending, characters, dancing or skate boarding instead of skating.
5. Write a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

6. Create a play from the book.
7. Write about going to the hospital and what might happen using the words in the “Dorftionary”.
8. Write a story using tautology - the needless repetition of a word, idea or statement.
9. Write a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.
10. Write your own secret code.



Web sites:

Teacher Resources:

www.orientaltrading.com
www.evan-moor.com
www.edupressinc.com
www.crizmac.com
www.crystalproductions.com
www.doverpublications.com
www.discountschoolsupply.com
www.stevespanglerscience.com
www.educationplanet.com

Art Room

http://www.arts.ufl.edu/art/rt_room/

This site is full of great classroom ideas. The Art Sparkers page is especially good.

ArtsEdge

<http://artsedge.kennedy-center.org>

News from the art world, teaching materials, and professional resources are available through this site.

Artsource

<http://www.ilpi.com>

Really good compilation of art history resources! The focus is currently on providing links to images and artists, and additional links to auxiliary research sources. At the moment, most of the links are to Euro-American art history resources that have been grouped more or less according to period.

Blue Flame Cafe

<http://blueflamecafe.com>

Find biographies of great blues singers on this interactive encyclopedia site.

Crayola

<http://www.crayola.com>

This site is full of great integrated lesson plans, exhibit and contest opportunities. Check out the Dreammakers page on the Educators drop down menu.

DanceArt

<http://www.danceart.com>

Downbeat

<http://www.downbeat.com>

Find biographies of early Jazz musicians and their music.

Exploring Leonardo

<http://www.mos.org/sln/Leonardo/LeoHomePage.html>

Perspective, mirror writing, and inventions are interesting items on this web site.

Getty Education Institute for the Arts

<http://www.artsednet.getty.edu>

Lesson plans, reading room, teacher resources are on this ArtsEdNet site.

Gilbert and Sullivan Archive

<http://math.idbsu.edu/gas/index.html>

Welcome to the Gilbert and Sullivan Archive, which is devoted to the operas and other works of William S. Gilbert and Arthur S. Sullivan. The Archive, which was established in September 1993, includes a variety of G&S related items, including clip art, librettos, plot summaries, pictures of the original G&S stars, song scores, midi and mpeg audio files (which allow you to actually listen to the music), and newsletter articles. New items are being added regularly.

Horn Island/Walter Anderson Electronic Field trip

Walter Ingles Anderson Horn Island Project website. The natural beauty of Horn Island inspired the art and journal writing of the famous artist and naturalist.

Internet Art Resources

<http://www.ftgi.com>

Jazz Online

<http://www.jazzonln.com/>

John Phillip Sousa

<http://www.dws.org/sousa>

Who hasn't been thrilled by the march music of John Phillip Sousa? Visit this site and discover many interesting facts regarding this great composer.

K-12 Resources for Music Educators

<http://www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html>

A valuable site for music educators and students for all areas and educational levels. This page contains web sites for band teachers, vocal/choral music teachers, orchestra instructors and students, and classroom music teachers. Lesson plans, biographies of composers and artists, and many other resources are found here.

The Louvre Museum

<http://www.paris.org:80/Musees/Louvre>

Visit the Louvre in Paris from your desktop. Excellent gallery exhibits and resources related to art.

Louvre Online

<http://mistral.enst.fr/~poich/louvre/louvre.shtml>

Mississippi Arts Commission

<http://www.arts.state.ms.us/crossroads>

This site features information on folk and traditional artists and the state. It also includes audio clips, photo galleries, and extensive additional information (a teacher's and resource guide).

Mississippi Musicians Hall of Fame

Mississippi Musicians Hall of Fame site. Excellent resource for Mississippi's music heritage that showcases its successful musicians.

The Muppet Page

<http://www.ncsa.uiuc.edu/VR/BS/Muppets/muppets.html>

The Muppet family has entertained children and adults for years. This is an unofficial collection of information about Jim Henson's Muppets. Jim Henson, the creator of the Muppets lived in Leland, MS, where a museum honors this legendary giant.

National Museum of American Art

<http://www.nmaa.si.edu>

Welcome to the National Museum of American Art's World Wide Web site. Enjoy viewing and reading about almost 1,000 works of art; reports of upcoming and recent events; and interacting with staff and some of the artists in the collection.

The National Portrait Gallery

<http://www.npg.si.edu/>

The National Portrait Gallery in Washington, D.C., has tremendous art resources for the student and artist alike. Visit this site and discover the most recent galleries and exhibits available in the capitol city as well as online.

New Orleans & Louisiana Music Page

<http://www.satchmo.com/nolavl/nomusic5.html>

Discover zydeco, blues, dixieland jazz and other local flavors of New Orleans and Louisiana music.

Peavey World

<http://www.peavey.com>

Peavey Electronics is located in Meridian, MS. Known internationally for making quality musical instruments, as well as amplifiers, microphones and other great products. Visit this site for background information and current products.

Play Music

<http://www.playmusic.org>

The sounds of many kinds of instruments are available to your students at this entertaining and educational site.

Public Broadcasting System

<http://www.pbs.org>

Visit the PBS site and discover tremendous resources for educators. Also, there are no station breaks asking for contributions during your visit!

Red Hot Jazz Archive

<http://www.redhotjazz.com>

Study and enjoy the music of the early "Jazzmen."

Thelonious Monk Institute of Jazz

<http://www.jazzinamerica.org>

An 11th grade jazz curriculum is available free of charge on this great site. Download lesson plans and jazz clips.

Webmuseum

<http://watt.emf.net/wm>

A site that has been visited by over 20,000,000 visitors on line. Wonderful art exhibits and galleries for all ages.

World Wide Arts Resources

<http://wwar.com/>

Welcome to World Wide Arts Resources. This site has compiled the only complete registry of arts information on the Internet. Over 7,800 artists and over 100,000 other arts resources have been registered - from happening, groovin', and contemporary art events to traditional planar exhibitions and way out 3-D cyber galleries - you'll find it here!

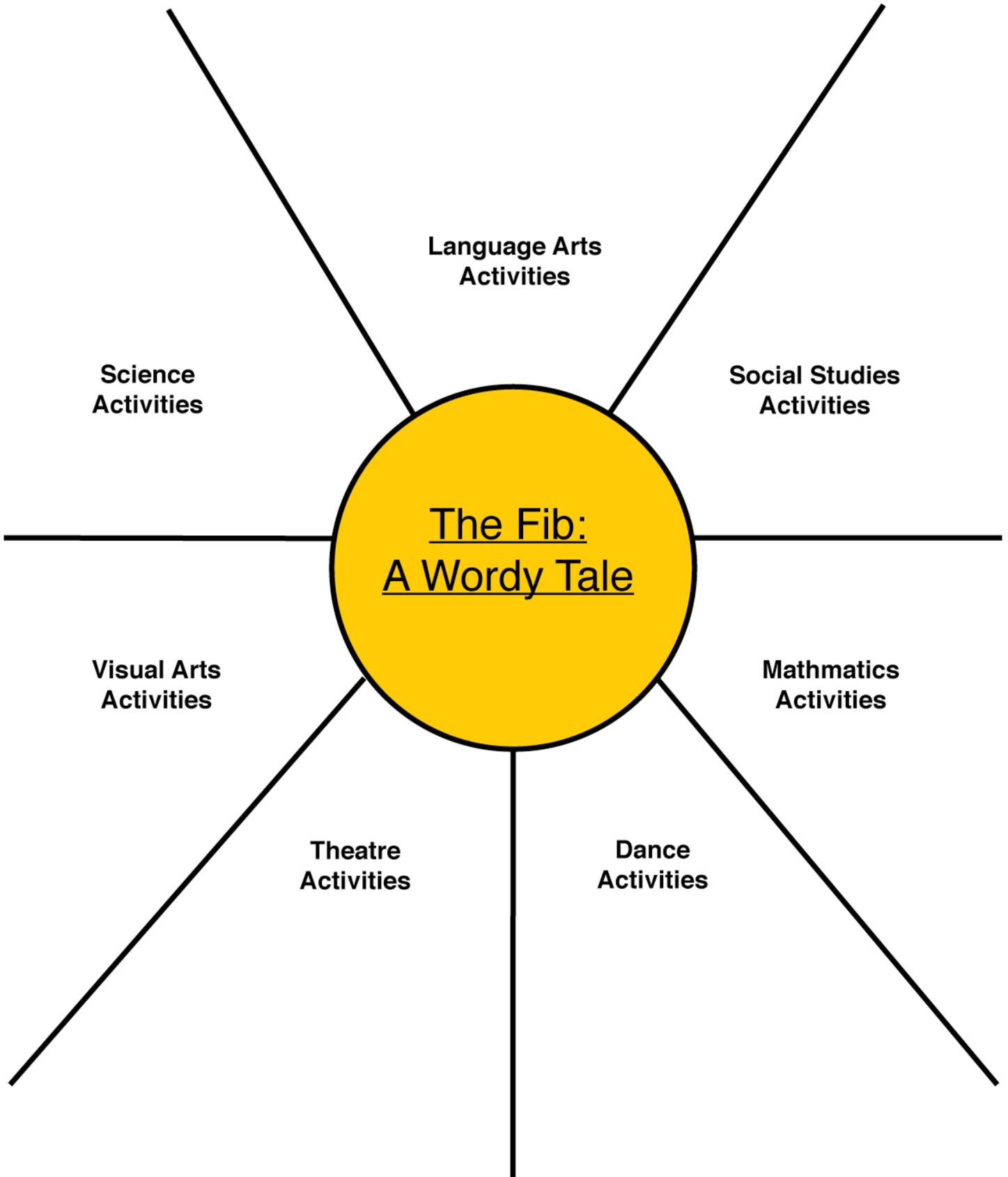
Wolftrap Institute

<http://www.artsplay.org>

Early learning through the arts is the focus of this site. You will find helpful ideas and art activities for your elementary classes.



Interdisciplinary Concept Mode





Competencies Met by the Webbing Activities for *The Fib: A Wordy Tale* First Grade

Language Arts:

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

a. The student will apply knowledge of concepts about print. (DOK 1)

- 1) Point to words in text when reading aloud, matching spoken words to print.
- 2) Distinguish between uppercase and lowercase letters.
- 3) Identify **and use** title page, **title**, **author**, **illustrator**, and **table of contents of a book**.
- 4) **Identify dialogue in connected text.**

Webbing Activities:

- 1.a.1 Language Arts #14, 15, 17, 19
- 1.a.2 Language Arts #6, 7, 19
- 1.a.3 Language Arts #13

b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)
(Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities.)

- 1) Identify and produce rhyming words orally **that include consonant blends and digraphs** (e.g., flat/splat, trap/snap, sing/ring).
- 2) Identify, blend, and segment syllables within compound, two, and **three** syllable spoken words (e.g., clap the syllables in “bi-cy-cle,”
bas + ket + ball = basketball, telephone = tel + e + phone).
- 3) **Identify and count the number of syllables in a spoken word.**
- 4) Identify orally beginning, final, and medial sounds in one syllable words (e.g., /ch/ in chat,

/sh/ in wish, /ē/ in read).

5) **Distinguish short and long vowel sounds in spoken one syllable words (e.g., bīt/bīte, hōp/hōpe).**

6) Blend and segment the phonemes in words containing two to four phonemes (e.g., /b/ /ā/ /t/ = bat, treat = /t/ /r/ /ē/ /t/).

7) Blend and segment sounds in spoken words containing initial and final blends.

8) Add or delete a phoneme to change a spoken word (e.g., Add /b/ to “at” = bat or take /k/ from “cat”=at).

Webbing Activities:

1.b.1 Language Arts #15

1.b.2 Language Arts #3, 4

1.b.3 Language Arts #2, 3, 4

1.b.4 Language Arts #2, 3, 4, 15

1.b.5 Language Arts #6, 14

1.b.6 Language Arts #15, 16, 17

1.b.7 Language Arts #2, 3, 15, 16, 17

1.b.8 Language Arts #14, 15, 16, 17

c. *The student will use word recognition skills. (DOK 2)*

1) Generate the sounds from all the letters and letter patterns (including consonant blends, consonant digraphs, short and long vowel patterns), and blend those sounds into recognizable words.

Examples:

Consonant blends: /fl/, /tr/, /sl/, /sm/, /sn/, /bl/, /gr/, and /str/

Consonants digraphs: /sh/, /wh/, /ch/, /th/, /ng/, /ck/

Short vowel patterns: CVC = pat, sit, mug

Long vowel patterns: CV=me, be, no

CVCV(final e)=make, hide, cute

2) Begin to use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

Examples:

Vowel digraphs: /oa/ in road, /ea/ in read

Diphthongs: /oi/, /oy/, /ou/, /ow/, /ew/

R-controlled: er = /r/ in fern

ir = /r/ in bird

ur = /r/ in turn

- 3) Read words derived from common word families (e.g., -it, -at, -ite, -ate).
- 4) Begin to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
- 5) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce new words.
- 6) Identify simple compound words (e.g., dog + house = doghouse).
- 7) Identify simple contractions correctly (e.g., can + not = can't, has + not = hasn't, did + not = didn't).
- 8) Read 100 to 200 high frequency and/or irregularly spelled words. A first grader should read approximately 40 to 60 words correct per minute by the end of first grade.

Webbing Activities:

- 1.c.1 Language Arts #6, 7, 14, 15, 16, 17
- 1.c.2 Language Arts #6, 7, 14, 15, 16, 17
- 1.c.3 Language Arts #15
- 1.c.4 Language Arts #6, 7, 14, 15, 16, 17
- 1.c.5 Language Arts #6, 7, 14, 15, 16, 17
- 1.c.6 Language Arts #14
- 1.c.7 Language Arts #14
- 1.c.8 Language Arts #14, 15, 16, 17

d. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel consonant +e, consonant plus le) to analyze words. (DOK 1)

Webbing Activities:

- Language Arts #14, 15, 16, 17

*e. The student will **begin to identify and use** roots and affixes (e.g., un-, re-, -s, -es, -ed, -ing) to decode and understand words. (DOK 2)*

Webbing Activities:

- Language Arts #4, 14, 15, 16, 17

f. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)

- 1) Identify and sort pictures and words into basic categories.
- 2) Recognize and explain word relationships within categories of words.

Webbing Activities:

- 1.f.1 Language Arts #18
- 1.f.2 Language Arts #15

*g. The student will begin to identify and use synonyms, antonyms, and **homonyms**. (DOK 2)*

Webbing Activities:
Language Arts #14

*h. The student will use context to determine the meanings of **unfamiliar** or **multiple meaning** words. (DOK 2)*

Webbing Activities:
Language Arts #1, 18

*i. The student will use reference materials to find, to determine the meaning of, to pronounce, or to spell unknown words (e.g., picture dictionary, **personal dictionary**, **elementary dictionary**, teacher and/or peer as a resource). (DOK 1)*

Webbing Activities:
Language Arts #1, 2, 3

2. The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.

a. The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)

- 1) Text features – titles, illustrations, **headings**, **graphs**, etc.
- 2) Parts of a book – title page, title, author, illustrator, **table of contents**, etc.
- 3) Text structures – sequential order and **description**
- 4) Genres – Fiction, nonfiction, and poetry

Webbing Activities:
2.a.1 Language Arts #13
2.a.2 Language Arts #13
2.a.3 Language Arts #5, 13, 19

*b. The student will understand, infer, and **make simple predictions**. (DOK 2)*

- 1) Answer and **generate** who, what, when, where, why, and how questions.
- 2) Answer and **generate** questions about characters, settings, and events.
- 3) Make simple inferences based on information from narrative and/or informational text.
- 4) Identify the main idea of a simple story or topic of an informational text.
- 5) Make a prediction about narrative or informational text and confirm or revise the prediction.
- 6) Use key words in text to justify prediction(s).

Webbing Activities:

- 2.b.1 Language Arts #9**
- 2.b.2 Language Arts #9**
- 2.b.3 Language Arts #8, 9**
- 2.b.4 Language Arts #8, 9**
- 2.b.4 Language Arts #8, 9**
- 2.b.5 Language Arts #8, 9**
- 2.b.6 Language Arts #8, 9**

*c. The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, **citing text-based evidence.** (DOK 2)*

- 1) Retell a story including characters, setting, and important events.**
- 2) Retell the correct sequence of events in narrative and/or informational text.**

Webbing Activities:

- 2.c.1 Language Arts #8; Theatre Arts #1, 4, 5; Writing #6**
- 2.c.2 Language Arts #8; Theatre Arts #1, 4, 5; Writing #6**

*d. The student will **analyze, interpret, compare,** or respond to **increasingly complex literary and informational text, citing text-based evidence.** (DOK 3)*

- 1) Interpret text through moving, drawing, speaking, acting, or singing.
- 2) Make connections between self and text or **text and text** after sharing text or reading text independently.
- 3) Compose visual images based on text.
- 4) Identify favorite passages.

Webbing Activities:

- 2.d.1 Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3, 5; Visual Arts #1, 4, 5, 6, 7, 8, 10, 11**
- 2.d.3 Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3, 5; Visual Arts #1, 4, 5, 6, 7, 8, 10, 11**

3. The student will express, communicate, or evaluate ideas effectively.

*a. The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to **compose or edit**. (DOK 3)*

- 1) Planning
 - Use graphic organizers to generate and organize ideas.
- 2) Drafting
 - Put thoughts on paper using **words and sentences**.
- 3) Revising
 - **Revise compositions by clarifying and adding details.**
- 4) Editing
 - Edit for capitalization and punctuation.
- 5) Publishing/Sharing
 - Share compositions by displaying, retelling, and/or reading ideas.

Webbing Activities:

- 3.a.1 Language Arts #8; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**
- 3.a.2 Language Arts #8; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**
- 3.a.3 Language Arts #8; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**
- 3.a.4 Language Arts #8; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**
- 3.a.5 Language Arts #8; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**

b. The student will compose a description of a person, place, or thing. (DOK 3)

- 1) Compose drawings/visual images and orally describe.
- 2) Compose oral and written descriptions of a familiar person, place, or thing.

Webbing Activities:

- 3.b.1 Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #3; Visual Arts #4, 5, 10, 11**
- 3.b.2 Language Arts #8; Science #8, 9, 10; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**

*c. The student will compose a narrative with a **beginning, middle, and end**. (DOK 3)*

- 1) Compose retellings/stories with a **beginning, middle, and end**.
- 2) Compose drawings/visual images to **tell stories with a beginning, middle, and end**.

Webbing Activities:

3.c.1 Language Arts #8; Theatre Arts #4; Writing # 3, 4, 5, 6, 7, 8

3.c.2 Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #3; Visual Arts #4, 5, 10, 11

d. The student will compose a short informational text based on a familiar topic, including but not limited to: (DOK 3)

- 1) Reports
- 2) Letters, thank you notes, invitations
- 3) Functional texts (e.g, labels, directions, shopping lists, etc.)

Webbing Activities:

3.d.1 Science #1, 2, 3, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 5, 6, 7

4. The student will apply Standard English to communicate.

a. The student will use Standard English grammar. (DOK 1)

- 1) Begin to use nouns (e.g., **singular, plural**)
- 2) Begin to use verbs
- 3) Begin to use articles and coordinating conjunctions
- 4) Begin to use adjectives
- 5) Begin to use pronouns

Webbing Activities:

Language Arts #8; Science #1, 2, 3, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 5, 6, 7; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10

b. The student will use Standard English mechanics. (DOK 1)

- 1) Begin to use appropriate end punctuation (e.g., period, question mark, exclamation mark).
- 2) Begin to use periods in common abbreviations (e.g., Mr., Mrs., Dr., days of the week, months of the year).
- 3) Begin to use commas (e.g., dates).
- 4) Begin to use apostrophes (e.g., contractions).
- 5) Begin to use colon in notation of time.**
- 6) Begin to use capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I").
- 7) Spell words commonly found in first grade level text.

8) Develop handwriting skills.

- *Position paper in order to write in a left to right progression moving from top to bottom on the page.*
- *Write first and last name legibly.*
- *Write lowercase and uppercase letters legibly.*
- *Write words and sentences legibly using proper spacing.*

Webbing Activities:

Language Arts #8; Science #1, 2, 3, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 5, 6, 7; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10

c. The student will use varied sentence structures. (DOK 2)

- 1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling).
- 2) Compose sentences with a variety of purposes (e.g., declarative/telling, interrogative/asking a question, exclamatory/showing strong feeling).
- 3) Compose simple sentences.

Webbing Activities:

Language Arts #8; Science #1, 2, 3, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 5, 6, 7; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10



Physical Education:

Content Strands

Gross Motor Skills Development (GM)	Fine Motor Skills Development (FM)
Social Skills (S)	Personal Skills (P)
Cognitive Development (C)	Lifelong Learning/Participation (L)
Fitness (F)	Adapted Physical Education (AP)

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (GM, FM)

a. Develop fundamental locomotor [Moving that requires a series of actions to be repeated over and over (i.e., walk, run, jump, hop, skip, gallop, slide, leap).] and nonlocomotor [Movements (i.e., push/pull, bend/stretch, twist/turn, swing/sway, fall/ride) one can do from a stationary position.] skills at the basic level.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

b. Develop manipulative (A skill in which an individual must handle an object with the hands, feet, or other body part.) skills at the introductory level.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

2. Demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning, development, and performance of physical activities. (C, GM, FM, AP)

a. Identify body parts and movement of body parts during performance of motor skills.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

b. Identify and apply fundamental locomotor [Moving that requires a series of actions to be repeated over and over (i.e., walk, run, jump, hop, skip, gallop, slide, leap).] and nonlocomotor [Movements (i.e., push/pull, bend/stretch, twist/turn, swing/sway, fall/ride) one can do from a stationary position.] skills.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

c. Display manipulative skills (A skill in which an individual must handle an object with the hands, feet, or other body part.) at the introductory level through a variety of activities.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

3. Exhibit a physically active lifestyle. (C, AP, F, L)

a. Discover the positive effects physical activity has on the body.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

b. Apply activities learned during physical education in other settings.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

5. Exhibit responsible personal and social behavior that respects self and others in physical activity settings. (P, AP, S)

a. Apply rules, procedures, and safety practices with little reinforcement from teacher.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

b. Demonstrate the proper respect for equipment and supplies.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

c. Demonstrate proper courtesy, cooperation and sportsmanship with others.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

d. Respect the physical and performance differences of others.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

6. Value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (S, AP, P)

a. Recognize the feelings resulting from challenges, successes, and failures during physical activity.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

b. Exhibit a positive outlook while encouraging peers during physical activity.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3

c. Express a willingness to try new activities and continue to participate when not successful on the first try.

Webbing Activities:

Language Arts #8; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3



Science Competencies:

The Competencies for the First Grade include **Life Science**, **Physical Science**, and **Earth and Space** competencies. There are eleven (11) Science activities listed in the Webbing. Although these activities are wonderful, they do not meet the subject headings for the Competencies for the First Grade.

Social Studies Competencies:

The competencies for the First Grade are in **Family/School**. There are fifteen (15) Social Studies activities listed in the Webbing. Although these activities are wonderful, they do not meet the **Family/School** Competencies for the First Grade.



Dance:

CONTENT STRANDS:

Creating/Performing (CP) Critical Analysis (CA) History/Culture (HC) Aesthetics (A) Connections (C)

COMPETENCIES and Suggested Teaching Objectives:

1. Acquire a basic understanding of movement skills. (CP)

- a. Isolate parts of the body.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- b. Develop physical fitness components: flexibility, coordination, agility, endurance, and strength.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- c. Perform basic axial and locomotor movements (e.g., walk, skip, jump, hop, roll, crawl).

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

2. Engage in movement problem solving experiences while demonstrating kinesthetic awareness of movement. (CP, CA, C)

- a. Recognize and manipulate large muscle groups (head and neck, abdominals, torso, shoulders and arms, back, and legs).

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- b. Use body alone and with partners to create geometric shapes and other forms.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

3. Develop a basic understanding of the elements of dance. (CP, CA)

- a. Explore changes in energy to evoke dynamics (swing, percussive, vibratory) alone and with a partner.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- b. Respond to a musical beat and changes in tempo while traveling through all levels of space.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- c. React to textural and color images with movement.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

4. Identify and describe diversity of movement choices. (CP, CA)

- a. Perform different movement choices.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- b. Explain use of different movement choices by other dancers.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- c. Observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures).

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

5. Identify purposes and functions of dance in cultures, times, and places. (A, C)

- a. Identify meaning of cultural dance.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- b. Use historical literature as content for dance movement.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

6. Cultivate an appreciation for the creation and beauty of dance. (A)

- a. Use any available resources to learn a dance.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- b. Experience the beauty of dance through the use of technical skills, composition, and production elements.

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

- c. Articulate individual reactions to a dance.

Webbing Activities:

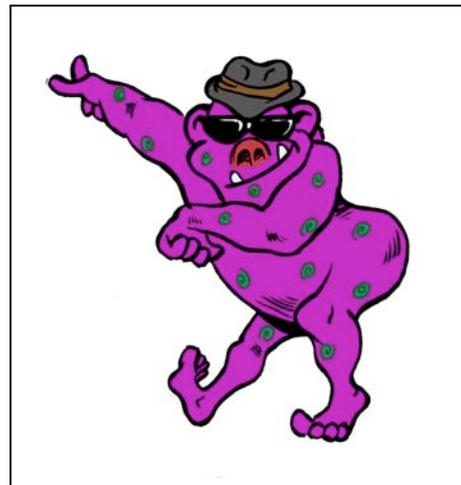
Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3

7. Identify connections between dance and other disciplines. (A,C)

- a. Examine science concepts inherent in human movement and dance (e.g., gravity, gravitational pull, Newton's Laws).

Webbing Activities:

Physical Education Activities #1, 2, 3; Dance Activities #1, 2, 3, 4, 5; Theatre Arts #3



Theatre Arts:

CONTENT STRANDS:

Creating/Performing (CP)
History/Culture (HC)
Connections (C)

Critical Analysis (CA)
Aesthetics (A)

COMPETENCIES and Suggested Teaching Objectives:

1. Plan and record improvisations based on personal experience, heritage, imagination, literature, and history. (CP, HC, C)

a. Create real and imaginary scenes with a beginning, middle, and end from life experience, diverse cultures, times, and places in guided dramatic play.

Webbing Activities:

Writing #3,4,5,6,7

b. Dramatize stories from the folklore of other cultures, times, and places.

Webbing Activities:

Theatre Arts #1, 2

c. Improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue.

Webbing Activities:

Theatre Arts #1, 2, 4, 5

2. Act by assuming roles and interacting in improvisations. (CP)

a. Develop body awareness and spatial perception through movement and pantomime.

Webbing Activity:

Theatre Arts #3

b. Develop expressive use of voice

Webbing Activities:

Language Arts #8; Theatre Arts #1, 2, 5

- d. Use skills in pantomime, tableau, and improvisation to create characters and to demonstrate their feelings, relationships, and environments.

Webbing Activity:

Theatre Arts #3

3. Design by visualizing and arranging environments for creative play. (CP, C, A)

- a. Comprehend the concept and role of technical theatre elements such as props, costumes, and scenery.

Webbing Activities:

Theatre Arts #5; Visual Arts #6

- b. Interpret stories by creating appropriate environment and mood through the use of props, costumes, and scenery.

Webbing Activities:

Theatre Arts #1, 2, 5

4. Respond to, analyze, criticize, and construct meaning from a variety of theatrical experiences. (A, CA)

- a. Use the correct vocabulary to identify and discuss elements that are unique to the theatre (e.g., play, plot [beginning, middle, and end], improvisation, pantomime, stage, character, props, costumes, masks, sets, audience).

Webbing Activities:

Language Arts #9; Theatre Arts #4

5. Perceive and appreciate diverse meanings and values of works of art. (A)

- a. Understand individual preferences for aspects of a story of dramatic work.

**Webbing Activity:
Theatre Arts #1**

- b. Understand emotional reactions to a story or dramatic work.

**Webbing Activity:
Theatre Arts #1**

6. Recognize content in theatre experiences that connects to other art disciplines, subject areas, and everyday life. (C, CA)

- b. Use literature, current event, or life experience to create a dramatic activity utilizing plot (beginning, middle, and end).

**Webbing Activities:
Theatre Arts #4, 5; Writing #4, 5, 6**

- c. Develop individual focus and group cooperative skills through participation in group theatre activities.

**Webbing Activities:
Theatre Arts #1, 2, 3, 5**



Visual Arts:

CONTENT STRANDS:

Creating/Performing (CP)
History/Culture (HC)
Connections (C)

Critical Analysis (CA)
Aesthetics (A)

COMPETENCIES and Suggested Teaching Objectives:

1. Develop fundamental skills in using art media and processes to produce works of art. (CP)

a. Practice cooperative skills while creating works of art.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 11

b. Use art materials and tools in a safe and responsible manner.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 11

c. Select the appropriate tools and materials to produce a particular work of art.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 11

d. Demonstrate manipulative skills by performing a variety of tasks (e.g., cutting, gluing, arranging, constructing, sorting, tracing, rubbing, folding, bending, modeling, coloring, painting, drawing, scribbling, blending, stitching, wrapping, tearing, weaving).

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 11

e. Use various media (e.g., paint, clay, ink, crayons, finger-paint, chalk, markers, pencil) to express different emotions in a work of art.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 11

f. Combine recognizable symbols for common objects (e.g., people, vegetation, houses, animals) to create an original expressive work of art.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 11

g. Produce drawings to create recognizable and expressive images.

Webbing Activities:

Visual Arts #3, 4, 5, 6, 7, 8, 10, 11

h. Know and apply media, tools, techniques, and forming processes (e.g., coil clay, produce a monoprint, mix primary colors to make secondary colors) to create an expressive work of art.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 10, 11

2. Apply color, line, shape, texture, balance, and pattern in works of art to communicate ideas. (CP)

a. Identify and name examples of primary colors and secondary colors in works of art and in the environment.

Webbing Activity:

Visual Arts #12

b. Associate foreground, background, and middle ground with a work of art.

Webbing Activities:

Visual Arts #1, 4, 5, 6, 7, 8, 10, 12, 13, 14, 15

c. Identify examples of color, line, shape, balance, texture and pattern in works of art and design as well as in the environment.

Webbing Activities:

Visual Arts #12, 13, 14, 15

- d. Create original works of art using color, line, shape, balance, texture and pattern.

Webbing Activities:

Visual Arts # 1, 2, 3, 4, 5, 6, 7, 8, 10, 11

- 3. Recognize the different effects obtained by using basic art media and processes. (CP)

- a. Name the materials and processes that are used to create works of art.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

- b. Select appropriate processes to produce a particular work of art.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

- 4. Understand and use basic art vocabulary. (CA)

- a. Utilize art terms in speaking and writing to describe their own art work and work of others.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

- b. Utilize art terms in speaking and writing to describe materials and processes.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

- 5. Know that different works of art that evoke various descriptions and responses. (CA)

- a. Know that works of art depict certain feelings.

Webbing Activity:

Visual Arts #9

- b. Understand and respond to how an artist may have chosen to depict certain feelings.

Webbing Activity:
Visual Arts #9

- c. Describe how the student's own work depicts certain feelings.

Webbing Activities:
Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 10, 11

6. Recognize that art varies throughout cultures, times, and places. (HC)

- b. Recognize that artwork can reflect the influence of its culture of origin.

Webbing Activity:
Language Arts #8

8. Know characteristics that identify works of art from a particular place. (HC)

- a. Identify differences in artwork from various places.

Webbing Activity:
Visual Arts #9

- b. Identify similarities in artwork from various places.

Webbing Activity:
Visual Arts #9

9. Recognize art in various forms. (A)

- a. Know that forms can be similar or different according to the materials used.

Webbing Activities:
Visual Arts #1, 4, 5, 6, 7, 8, 9, 10, 11

b. Know that forms can be similar or different according to the purposes intended.

Webbing Activities:

Visual Arts #1, 4, 5, 6, 7, 8, 9, 10, 11

10. Recognize differences in how people value art. (A)

a. Know how to communicate likes and dislikes concerning works of art.

Webbing Activities:

Visual Arts #9, 12, 13, 14, 15

b. Understand the importance of showing respect for own work as well as the work of others.

Webbing Activities:

Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 10, 11

11. Recognize ways the visual arts are used as a part of everyday life. (C)

b. Identify and name visual images used in daily life.

Webbing Activities:

Visual Arts #12, 13, 14

c. Identify various roles of artists (e.g., architect, sculptor, painter, graphic designer) in the community.

Webbing Activity:

Visual Arts #16

d. Know how the work of various types of artists is different.

Webbing Activities:

Visual Arts #9, 15

12. Recognize ways the visual arts relate to other disciplines. (C)

- a. Recognize that the visual arts are used in other subject areas.

Webbing Activity:
Visual Arts #16

- b. Recognize that the visual arts are used in other arts disciplines.

Webbing Activity:
Visual Arts #16

