



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:

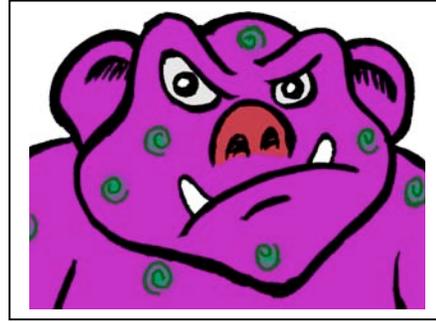
1. Conduct a "Round-Robin" reading of ***The Fib: A Wordy Tale***.

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.

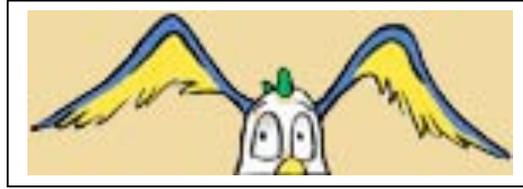
Visual Arts Activities:

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!

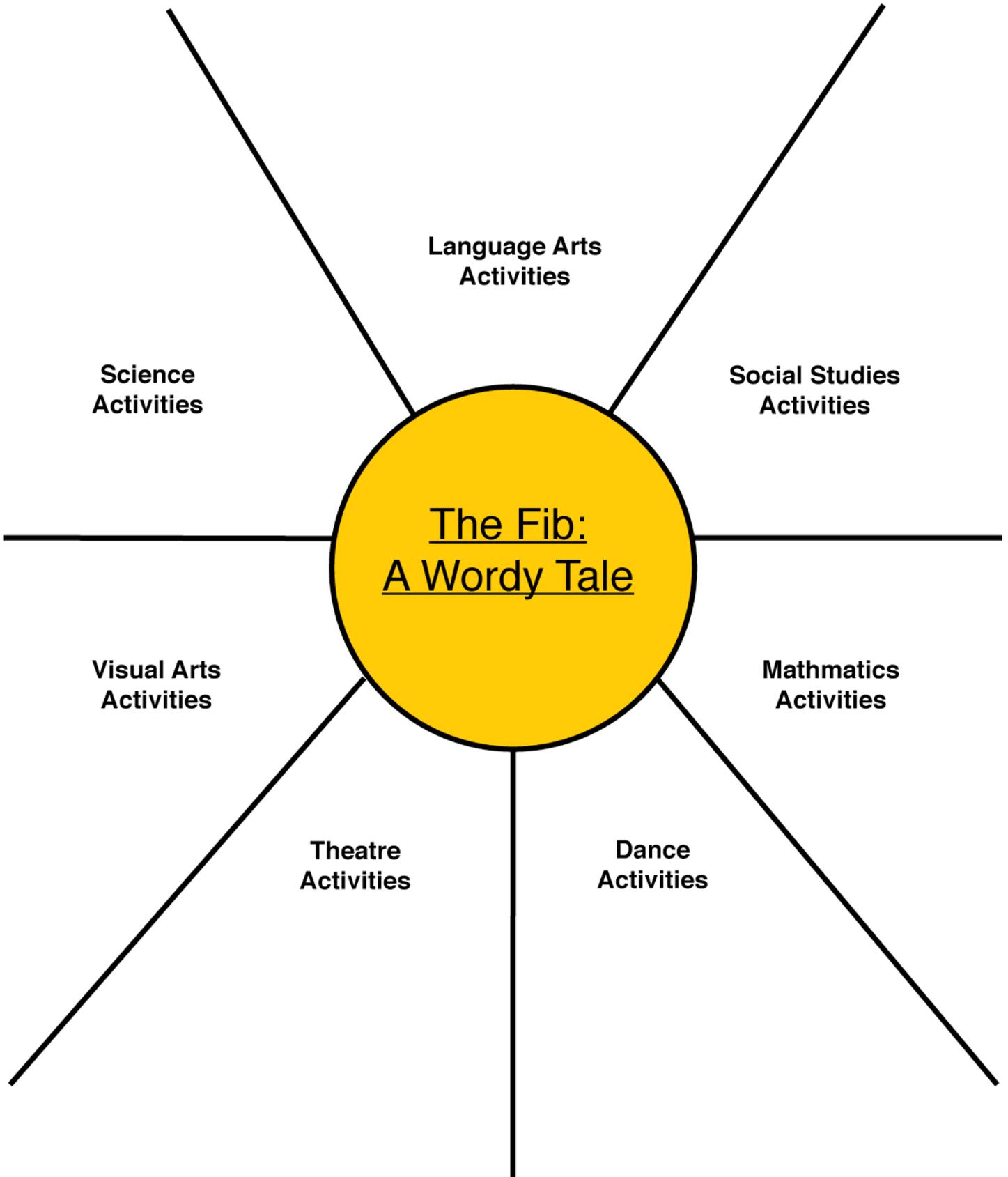
Wolftrap Institute

<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* Second Grade

Language Arts:

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

a. 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) Blend and segment spoken words into syllables and syllables into phonemes.

2) Continue to identify and count the number of syllables in a spoken word.

3) Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at”= bat; or take /k/ from “cat” = at; change /i/ in hit to /a/ = hat. What happens when you change “spot” to “stop”?).

Webbing Activities:

Language Arts #1, 2, 3, 4, 5, 6, 7, 8, 15, 16, 17; Physical Education #1, 2, 3;

Reading #1; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #1, 2, 3, 5; Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

b. The student will use word recognition skills **for multi-syllabic words. (DOK 2)**

1) 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

- 2) Read words derived from word families (e.g., -it, -at, -ite, -ate).
- 3) Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
- 4) Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce **or analyze** new words.
- 5) Identify and **create** compound words.
- 6) Identify and **create** contractions (e.g., can + not = can't) correctly.
- 7) Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)

Webbing Activities:

Language Arts #1, 2, 3, 4, 5, 6, 7, 8, 15, 16, 17; Physical Education #1, 2, 3; Reading #1; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #1, 2, 3, 5; Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

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

Webbing Activities:

Language Arts 2, 3, 4, 6, 7, 15, 16, 17; Writing #2

*d. The student will **manipulate and analyze** roots and affixes (e.g., un-, re-, **mis-**, **pre-**, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)*

Webbing Activities:

Language Arts 2, 3, 4, 6, 7, 15, 16, 17

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

- 1) Identify and begin to **generate** words into categories.
- 2) **Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.)**

Webbing Activities:

Language Arts 1, 2, 3, 4, 5, 6, 7, 8, 15, 16, 17; Physical Education #1, 2, 3; Reading #1; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #1, 2, 3, 5; Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16

f. The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)

Webbing Activities:

Language Arts 5, 8, 15; Theatre Arts #1, 2, 4

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

Webbing Activity:

Language Arts 18

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

Webbing Activities:

Language Arts 1, 2, 3, 4

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, headings, illustrations, graphs, **captions, charts**, etc.
- 2) Parts of a book – title page, title, author, illustrator, table of contents, **glossary**, etc.
- 3) Text structures – sequential order, description, **simple cause and effect**, etc.
- 4) Genres – Fiction, nonfiction, and poetry

Webbing Activities:

Language Arts 1, 2, 3, 4, 9, 18

*b. The student will **analyze** texts in order to identify, understand, infer, or **synthesize***

information. (**DOK 2**)

- 1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.
- 2) Answer literal and simple inferential questions about main characters, settings, and events.
- 3) **Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.**
- 4) **Identify the main idea and some details in narrative text or the topic and some details in informational text.**
- 5) **Determine simple cause and effect relationships.**
- 6) **Identify simple fact and opinion.**
- 7) **Draw conclusions based on information from narrative and/or informational text.**
- 8) **Identify and discuss the theme of a text.**

Webbing Activities:

Language Arts #5, 9, 13

*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 **orally and in writing** including characters, setting, **problem**, important events, and **resolution**.
- 2) Arrange in sequential order a listing of events found in narrative and/or informational text.

Webbing Activities:

Language Arts #5, 8; Theatre Arts #1, 2, 4; Writing #4, 5, 6

*d. The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, 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 characters and events in text.
- 3) Compose visual images.
- 4) Identify favorite passages and **explain why the passage is a favorite, citing text-based evidence.**

Webbing Activities:

Language Arts #5, 8; Theatre Arts #1, 2, 4, 5; Visual Arts #1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14; Writing #3, 4, 5, 6

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 a variety of graphic organizers (e.g., **Venn diagram, bubble maps, story maps, etc.**) to generate and organize ideas.

2) Drafting

· **Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs.**

3) Revising

· Begin to revise sentences and/or paragraphs for organization, to add details, and to clarify ideas.

4) Editing

· Edit for capitalization, punctuation, and **spelling**.

5) Publishing/Sharing

· Publish writing by displaying, retelling, and/or reading written ideas.

Webbing Activities:

Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10

b. The student will compose descriptive text containing specific details. (DOK 3)

Webbing Activities:

Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10

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

Webbing Activities:

Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10

*d. The student will compose informational text with a **main idea and supporting details**. (DOK 3)*

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

Webbing Activities:

Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10

e. The student will generate questions and use one source to locate the answers. (DOK 3)

Webbing Activities:

Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7

4. The student will use Standard English to communicate.

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

- 1) Nouns (e.g., singular, plural, **common, proper, possessive**)
- 2) Verbs, **helping verbs** and **irregular verbs**
- 3) **Verb tense (conjugation and purpose for past, present, and future)**
- 4) **Subject-verb agreement**
- 5) Articles and coordinating conjunctions
- 6) Adjectives (e.g., **possessive, comparative, superlative**)
- 7) **Prepositions**
- 8) Pronouns (e.g., **subject pronouns, singular pronouns, plural pronouns**)
- 9) **Adverbs**

Webbing Activities:

Language Arts #5, 8, 9, 10, 13, 15, 18, 19, 20; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #1, 2, 4, 5; Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16; Writing #1, 3, 4, 5, 6, 7, 8, 9, 10

b. The student will use Standard English mechanics to compose or edit. (DOK 1)

- 1) End punctuation (e.g., period, question mark, exclamation mark)
- 2) Periods in common abbreviations (e.g., **titles of address**, days of the week, months of the year)
- 3) Commas (e.g., dates, **series, addresses, greetings, and closings in a friendly letter**)
- 4) **Quotation marks (e.g., quotations)**
- 5) **Underlining/Italics (e.g., titles of books and movies)**
- 6) Apostrophes (e.g., contractions, **possessives**)
- 7) Colons (e.g., in notation of time)
- 8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", **holidays, titles, initials**)

- 9) Spell words commonly found in **second grade** level texts.
- 10) Write words and sentences legibly.

Webbing Activities:

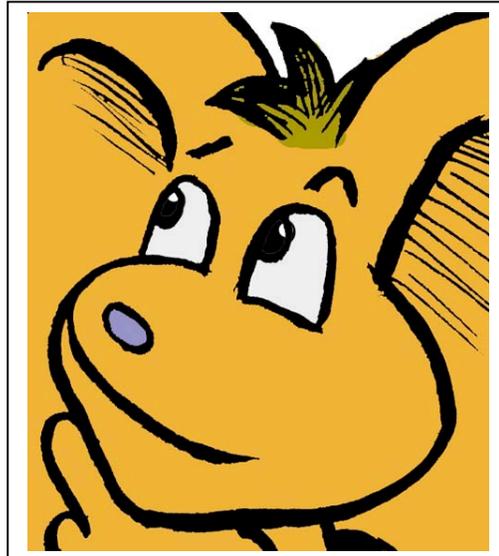
Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #4; Writing #1, 3, 4, 5, 6, 7, 8, 9, 10

c. The student will use correct and varied sentence structure. (DOK 2)

- 1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, **imperative/ command or request**).
- 2) Compose declarative/telling, interrogative/question, exclamatory/strong feeling, and **imperative/command or request** sentences.
- 3) Compose simple and **compound** sentences.

Webbing Activities:

Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e, 6f, 6g, 6h, 6i, 7; Theatre Arts #4; Writing #1, 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, F, AP)

a. Demonstrate nonlocomotor [movements (i.e., push/pull, bend/stretch, twist/turn, swing/sway, fall/ride) one can do from a stationary position.] movements with proficiency.

Webbing Activities:

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

b. Demonstrate locomotor [moving that requires a series of actions to be repeated over and over (i.e., walk, run, jump, hop, skip, gallop, slide, leap)] movements at the intermediate level.

Webbing Activities:

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

c. Demonstrate manipulative [activities such as jumping rope, keeping a foot bag in the air using repetitive foot contact, and juggling with scarves which require the use of manipulative skills (i.e., bounce, throw, kick, roll, hit, strike, trap). Manipulative activities develop both hand-eye coordination and dexterity.] movements at the beginner level.

Webbing Activities:

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

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

a. Identify the different body planes (i.e., front, back, side) and involve each while performing locomotor skills.

Webbing Activities:

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

b. Apply movement concepts and principles to a variety of basic skills.

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. (C, S, P, AP)

a. Apply rules, procedures, and safe practices with little or no reinforcement.

Webbing Activities:

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

c. Work cooperatively with a partner or group and recognize the enjoyment of shared play.

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 Second 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 Second Grade.

Social Studies Competencies:

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

Dance:

CONTENT STRANDS:

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

Critical Analysis (CA)
Aesthetics (A)

COMPETENCIES and Suggested Teaching Objectives:

1. Acquire a basic understanding of movement skills with increasing proficiency. (CP, C)
 - a. Demonstrate physical fitness components: flexibility, coordination, agility, endurance, strength, control.

Webbing Activities:

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

- b. Demonstrate the ability to vary control and direct forces of human energy used in basic axial and motor skills.

Webbing Activities:

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

- c. Properly demonstrate and create locomotor movements with various accompaniment while employing spatial concepts of direction and pathways (e.g., sideways, curved, zigzagged).

Webbing Activities:

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

2. Exhibit movement problem-solving experiences while demonstrating kinesthetic awareness of movement. (CP, CA)
 - a. Use improvisation to discover movements in response to texture, sound, and color movement problems.

Webbing Activities:

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

- b. Respond through movement to a wide range of stimuli, music, books, pictures, rhymes, and/or props.

Webbing Activities:

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

- c. Explore basic actions of the body while traveling (alone and with partners) through space in a given spatial pattern or design (e.g., circle, line, square).

Webbing Activities:

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

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

- a. Vary the time-value given to a specific movement to discover composition/movement possibilities.

Webbing Activities:

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

- b. Create shapes and movements using different spatial levels and positional concepts (e.g., low level shape in front of an object).

Webbing Activities:

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

4. Compose and describe movement with guided criteria. (CP, CA, A)

- a. Create a phrase of shapes that demonstrate a beginning, middle, and end.

Webbing Activities:

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

- b. Create a sequence of movements that demonstrates how dance is different from other movements, such as sports or common gestures.

Webbing Activities:

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

5. Understand the purposes of dance in relation to other cultures, times, and places. (CP, CA, HC, C)

- a. Perform folk and traditional dances of other countries.

Webbing Activities:

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

- b. Understand how dance is used as a form of storytelling in various cultures.

Webbing Activities:

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

- c. Identify and relate the relationship of dance in society to celebrations and family customs.

Webbing Activities:

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

6. Perceive the meaning and beauty of dance. (CA, A)

- a. Identify and name dance movement using correct dance terminology.

Webbing Activities:

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

- b. Use dance terminology to identify and describe dance components within an observed or performed dance.

Webbing Activities:

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

7. Identify and distinguish valid connections between dance, other subject areas, and everyday life. (CA, C)

- a. Explain how the arts are used in daily life.

Webbing Activities:

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

- b. Identify examples of how dance relates to other subject areas.

Webbing Activities:

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

Theater Arts #1, 2

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

Webbing Activities:

Theater 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:

Theater Arts #3

b. Develop expressive use of voice.

Webbing Activities:

Language Arts #8; Theater 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:

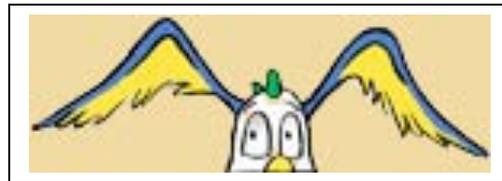
Theater Arts #3

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:

Theater Arts #5; Visual Arts #6



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

Webbing Activities:

Theater 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; Theater 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:
Theater Arts #1**

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

**Webbing Activity:
Theater 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:
Theater Arts #4, 5; Writing #4, 5, 6**

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

**Webbing Activities:
Theater 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. Begin to develop craftsmanship in a variety of additional media and processes to produce works of art. (CP)

a. Exhibit cooperative skills while creating works of art.

Webbing Activities:

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

c. Know how to hold drawing and painting tools.

Webbing Activities:

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

d. Demonstrate manipulative skills by using a variety of media, techniques, and processes.

Webbing Activities:

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

e. Produce works of art using different media and processes to communicate feelings, ideas, experiences, and stories.

Webbing Activities:

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

2. Demonstrate emerging understanding of the use of the elements of art and principles of design in works of art to communicate ideas and emotions. (CP)

- a. Know how to mix primary colors to produce secondary colors.

Webbing Activities:

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

- b. Identify foreground, background, and middle ground in a work of art.

Webbing Activities:

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

- c. Know how to overlap and position images on paper to show depth.

Webbing Activities:

Visual Arts #1, 4, 5, 6, 7, 8, 11, 12, 13, 14

- d. Know how to combine line, color, shape, pattern, and texture to reflect a feeling or express a particular idea.

Webbing Activities:

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

- e. Recognize dominant element of art in art work. (e.g. line, color, shape, pattern, texture)

Webbing Activities:

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

- 3. Identify different effects in works of art and the media, techniques, or processes used to achieve them. (CP)

- a. Name the materials and processes that were used to create a work of art.

Webbing Activities:

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

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

Webbing Activities:

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

- c. Know that certain colors are often used to represent emotional responses.

Webbing Activities:

Visual Arts #9, 12

- 4. Understand and use basic art vocabulary while creating works of art. (CA)

- a. Apply correct art vocabulary in describing materials and processes used in student's own artwork and the artwork of others.

Webbing Activities:

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

- b. Utilize terms such as subject matter, color, line, shape, pattern, texture, and emotional response when discussing artwork.

Webbing Activities:

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

- 5. Describe how different works of art evoke individual responses. (CA)

- a. Identify art that tells stories and expresses ideas and feelings.

Webbing Activities:

Visual Arts #9, 15

- b. Know ways that artwork and design communicate ideas, actions, and emotions.

Webbing Activities:

Visual Arts #4, 5, 6, 7, 8, 9, 9, 15

- c. Use art terms when writing about personal artwork.

Webbing Activities:

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

- d. When analyzing art, listen respectfully and restate the opinion of another.

Webbing Activities:

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

6. Identify the contributions of artists in schools, homes, and communities. (HC)

- a. Recognize roles of artists (e.g., folk, recreational, professional, technical) and how they impact the community.

Webbing Activity:
Visual Arts #16

9. Recognize differences in the way individuals respond to art. (A)

- a. Recognize that forms of art can communicate a variety of ideas, actions, and emotions to different people based on their knowledge, culture, experiences, etc.

Webbing Activity:
Visual Arts #9

10. Understand that people may value art in different ways.

- a. Articulate preferences in works of art.

Webbing Activity:
Visual Arts #9

- b. Exhibit respect for own work as well as the works of others.

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

11. Understand that visual arts concepts and skills are represented in areas of everyday life. (C)

- c. Know that one can have a career in art.

Webbing Activities:
Visual Arts #9, 15, 16

- d. Recognize that artists come from different backgrounds, cultures, educational experiences, etc.

Webbing Activities:

Visual Arts #9, 15, 16

12. Relate visual arts concepts and skills to the arts and other disciplines. (C)

- a. Know that visual arts, music, dance, and theatre are present in the school, home, and community.

Webbing Activities:

Visual Arts #4, 5, 6, 7, 8

- b. Recognize the differences and similarities among the arts disciplines.

Webbing Activities:

Visual Arts #6, 7, 8

