



# *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 rink
 After 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.

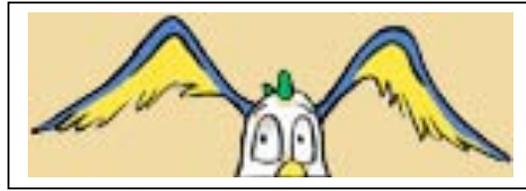
## Writing Activities:

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](http://www.orientaltrading.com)  
[www.evan-moor.com](http://www.evan-moor.com)  
[www.edupressinc.com](http://www.edupressinc.com)  
[www.crizmac.com](http://www.crizmac.com)  
[www.crystalproductions.com](http://www.crystalproductions.com)  
[www.doverpublications.com](http://www.doverpublications.com)  
[www.discountschoolsupply.com](http://www.discountschoolsupply.com)  
[www.stevespanglerscience.com](http://www.stevespanglerscience.com)  
[www.educationplanet.com](http://www.educationplanet.com)



#### Art Room

[http://www.arts.ufl.edu/art/rt\\_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/>

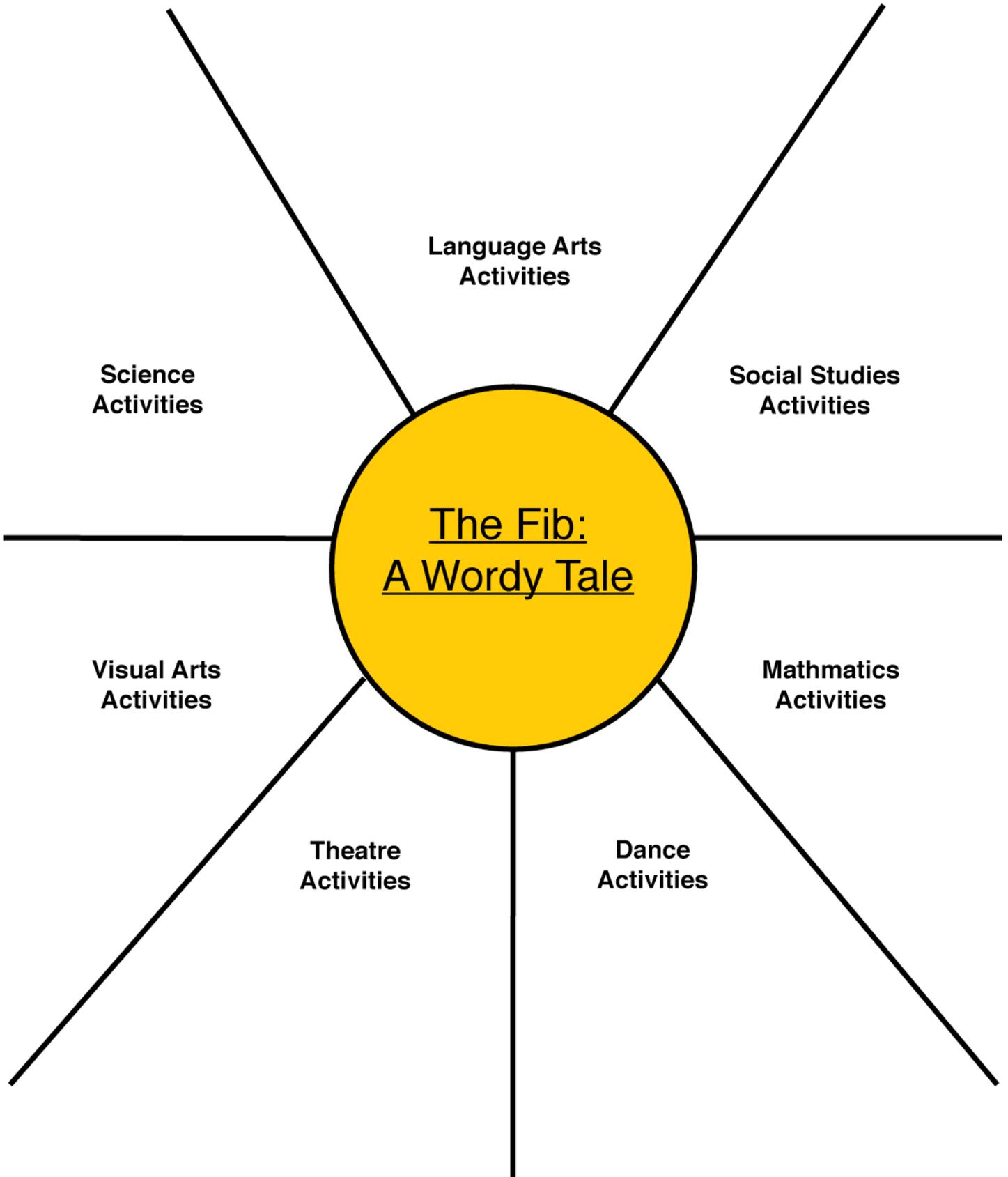
Welcome to World Wide Arts Resources. This site has compiled the only complete registry of arts information on the Internet. Over 7,800 artists and over 100,000 other arts resources have been registered - from happening, groovin', and contemporary art events to traditional planar exhibitions and way 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* Third Grade

## Language Arts:

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

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

- 1) Continue 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

- 2) Continue to use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
- 3) Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.
- 4) Create and **analyze complex** compound words (e.g., sky + scraper = skyscraper).
- 5) Create and **use complex** contractions (e.g., will + not = won't) correctly.
- 6) Read 300 to 400 high frequency and/or irregularly spelled words in connected text. (A third grader should read between 100 and 115 words correctly per minute in connected text by the end of third grade.)

## Webbing Activities:

**Language Arts #1, 2, 3, 4, 15, 16, 17; Physical Education #1, 2, 3; Reading #1; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Social Studies #1, 2, 3, 4, 5, 6a, 6b, 6c, 6d, 6e,**

**6f, 6g, 6h, 6i, 7; Theatre Arts #1, 2, 3; Visual Arts # 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16; Writing #1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

*b. 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 #1, 2, 3, 4, 15, 16, 17; Reading #1**

*c. The student will manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words. (DOK 2)*

**Webbing Activities:**

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

*d. The student will develop and apply knowledge of words and word meanings to communicate. (DOK 2)*

1) Generate words into categories.

2) **Determine relationships among words organized in categories.**

**Webbing Activities:**

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

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

**Webbing Activities:**

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

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

**Webbing Activities:**  
**Language Arts #1, 18**

*g. The student will use context to determine the simple figurative meanings (e.g., **simile, metaphor, and personification**) of words. (DOK 2)*

**Webbing Activities:**  
**Language Arts #18, 20**

*h. The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., elementary dictionary, glossary, **thesaurus, electronic dictionary, teacher or peer as a resource**). [Note: These reference materials are not available during the administration of state tests.] (DOK 1)*

**Webbing Activities:**  
**Language Arts #1; Reading #1**

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

**Webbing Activities:**  
**Language Arts #1, 9, 13**

*b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 3)*

- 1) Answer and **generate questions about purposes for reading**.
- 2) Answer literal and inferential questions about main characters, setting, plot, and theme.
- 3) Answer literal and inferential questions about characters' actions, motives, traits, and emotions.
- 4) Identify the stated main idea of a narrative text or the topic of an informational text.

- 5) Arrange in sequential order a listing of events found in narrative and/or informational text.
  - 6) Identify cause and effect as stated in text.
  - 7) Identify simple fact and opinion.
  - 8) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
  - 9) Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.
  - 10) Use key words in text to justify prediction(s).
- 11) Identify important themes from texts and examine from more than one point of view.

**Webbing Activities:**

**Language Arts #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) **Write summaries that contain the main ideas of the reading selection and the most significant details.**

**Webbing Activities:**

**Language Arts #8; Theatre Arts #1, 4, 5; 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, events, and information in text or among texts.
- 3) Compose visual images based upon text.

**Webbing Activities:**

**Physical Education #1, 2, 3; Theatre Arts #1, 2, 3, 5; Visual Arts #2, 3, 4, 5, 6, 7, 8, 10, 11; Writing #3, 4, 5, 6, 7, 8, 9, 10**

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 and publishing/sharing) to compose or edit. . [Note: Editing will be tested under competency four.] (DOK 3)*

1) Planning

· Use a variety of graphic organizers (e.g., Venn diagrams, bubble maps, story maps, **simple outlines**, etc.) to generate and organize ideas.

2) Drafting

· Transfer thoughts from graphic organizers and simple outlines into paragraphs.

3) Revising

· Revise paragraphs for organization, to add details, and to clarify ideas.

4) Editing

· **Edit paragraphs using a general rubric** (e.g., grammar usage, punctuation, and sentence structure).

· Edit for correct capitalization, punctuation, spelling and word usage.

5) Publishing/Sharing

· **Publish writing** formally and informally **using a variety of media**.

**Webbing Activities:**

**Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10; 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**

*b. The student will compose descriptive text using specific details and **vivid language**. (DOK 3)*

**Webbing Activities:**

**Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10; 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**

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

**Webbing Activities:**

**Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10; 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**

*d. The student will compose informational text and **at least three** 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; 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**

*e. The student will compose a simple persuasive text. (DOK 3)*

**Webbing Activities:**

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

*f. The student will generate questions and use **multiple** sources to locate answers. (DOK 3)*

**Webbing Activities:**

**Language Arts #8; Science #1, 2, 3, 4, 5, 6, 7, 8, 9, 10; 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**

**4. The student will use Standard English to communicate.**

*a. The student will use Standard English grammar to compose or edit. (DOK 1)*

- 1) Nouns (e.g., singular, plural [**including irregular forms**], 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, **singular possessive pronouns, and plural possessive pronouns**)
- 9) **Pronoun-antecedent agreement (number and gender)**
- 10) Adverbs (**avoiding double negatives**)
- 11) **Interjections**

**Webbing Activities:**

**Language Arts #5, 8, 9, 13, 18, 19; Physical Education #1, 2, 3; 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, 4, 5; 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, comma)
- 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, closings, quotations)
- 4) Quotation marks (e.g., quotations, **titles of poems**)
- 5) Underlining/ Italics (titles of books and movies)
- 6) Apostrophes (e.g., contractions; possessives)
- 7) Colons (in notation of time)

- 8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun “I”)
- 9) Spell words commonly found in **third grade** level text.
- 10) Write legibly.

**Webbing Activities:**

**Language Arts #5, 8, 9, 13, 18, 19; Physical Education #1, 2, 3; 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, 4, 5; Writing #1, 3, 4, 5, 6, 7, 8, 9, 10**

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

- 1) Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative).
- 2) Compose simple sentences **with compound subjects and/or compound predicates**; compound sentences.
- 3) **Avoid sentence fragments and run-on sentences.**

**Webbing Activities:**

**Language Arts #5, 8, 9, 13, 18, 19; Physical Education #1, 2, 3; 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, 4, 5; 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)

a. Begin to use 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 to perform rhythmic activities.

**Webbing Activities:**

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

b. Demonstrate an intermediate form of manipulative skills.

**Webbing Activities:**

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

c. Perform fundamental movement skills (basic skills that are necessary to improve performance) in a variety of settings.

**Webbing Activities:**

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

d. Apply manipulative skills (a skill in which an individual must handle an object with the hands, feet, or other body part) to accomplish the objective of the activity.

**Webbing Activities:**

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

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

a. Adapt body movements according to particular obstacles.

**Webbing Activities:**

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

b. Understand how appropriate practice improves performance.

**Webbing Activities:**

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

c. Improve performance by participating in new and difficult tasks.

**Webbing Activities:**

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

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

a. Apply rules, procedures, and safety principles to any type of physical activity.

**Webbing Activities:**

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

b. Understand the importance of cooperation and respect for other students while participating in a physical activity.

**Webbing Activities:**

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

c. Work with others to obtain the common goal of an activity.

**Webbing Activities:**

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

d. Respect the limitations and abilities of themselves and others during physical activity.

**Webbing Activities:**

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

e. Engage in activity with others and reflect a positive attitude toward all students and faculty regardless of differences.

**Webbing Activities:**

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

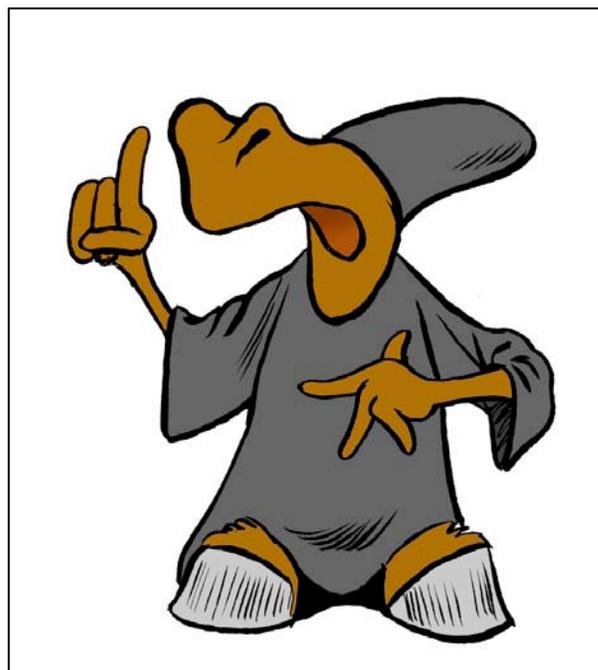
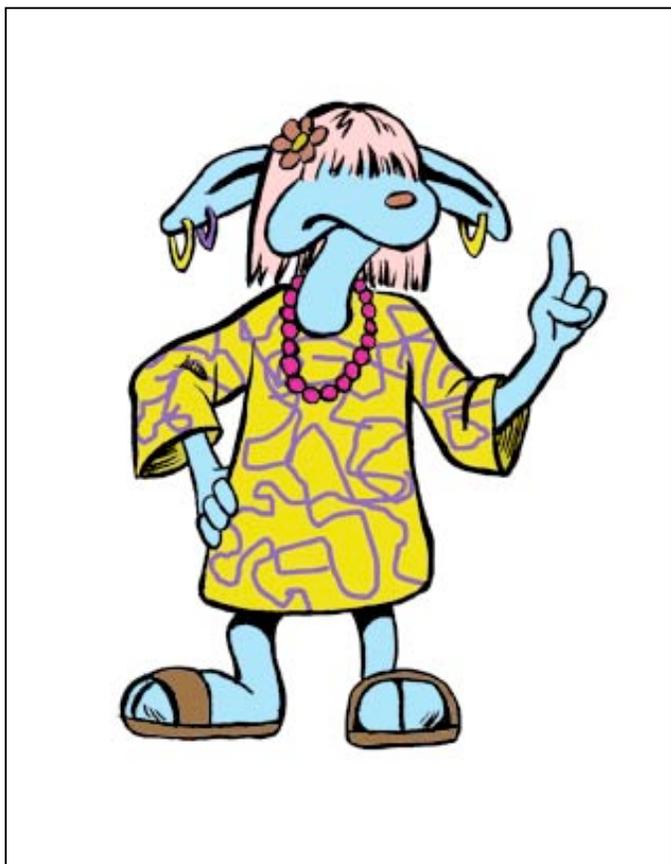


## Science Competencies:

The Competencies for the Third 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 Third Grade.

## Social Studies Competencies:

The competencies for the Third Grade are in **Community/Local Government**. There are fifteen (15) Social Studies activities listed in the Webbing. Although these activities are wonderful, they do not meet the **Mississippi Studies** Competencies for the Third 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, CA, C)
  - a. Employ proper alignment in weight transfers while performing movement.

### **Webbing Activities:**

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

- b. Demonstrate anatomical knowledge of major body parts through arranging and creating axial movements.

### **Webbing Activities:**

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

- c. Show a variety of combinations of basic motor skills and locomotor movement.

### **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 improvisational skills to problem solve through assembling movements of creating new movement.

### **Webbing Activities:**

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

- b. Organize the steps to an everyday task and perform, employing elements of dance (e.g., changing time, value, range/size of movement).

**Webbing Activities:**

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

- c. Discuss and justify movement choices.

**Webbing Activities:**

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

3. Develop and utilize elements of dance in movement. (CP, CA)

- a. Create symmetrical and asymmetrical shapes alone and with partners, emphasizing positive and negative spaces.

**Webbing Activities:**

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

- b. Explore movement qualities of dynamics: sustain, suspend, swing, percussive, vibratory, and collapse.

**Webbing Activities:**

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

- c. Collaborate with a partner (sharing weight, mirroring, leading, copying) to create and explore movement possibilities.

**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. Formulate and sequence locomotor and non-locomotor movement for levels in space

using directions and pathways.

**Webbing Activities:**

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

b. Create a sequence with a beginning, middle, and end with or without rhythmic accompaniment.

**Webbing Activities:**

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

5. Understand the purposes and functions of dance across cultures, times, and places. (CP, CA, HC, C)

a. Understand how dance is used in various cultures as a celebration of life experiences and community events.

**Webbing Activities:**

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

b. Understand how dance has been used as a form of communication throughout history.

**Webbing Activities:**

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

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

a. Recognize components of dance forms to include costume, music, formation, movement, and gender.

**Webbing Activities:**

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

b. Respond to dance by expressing an understanding of content through writing, music,

drama, painting, sculpting, etc.

**Webbing Activities:**

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

7. Distinguish and use valid connections between dance and other disciplines. (A, C)

a. Employ the use of the art disciplines to comment or reflect on current issues as well as historical issues.

**Webbing Activities:**

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

b. Articulate similarities of the elements of the dance in relation to elements of other arts disciplines.

**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. Demonstrate ability to create improvisations and scripted scenes based on personal experience, heritage, imagination, literature, and history. (CP, HC, C)
  - a. Demonstrate cooperative script-writing through recording improvisation.

### Webbing Activities:

**Theatre Arts #3, 4, 5; Writing #3, 4, 5, 6, 7, 8**

2. Act by assuming roles and interacting in improvisations and scripted scenes. (CP)
  - a. Demonstrate the ability to utilize the body and voice (e.g., breath control, diction, concentration, and isolation) for creative self-expression in thought, feeling, and character.

### Webbing Activities:

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

- b. Dramatize stories from literature through dialogue, movement, and acting a variety of emotional states (e.g., happy, sad, frightened).

### Webbing Activities:

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

3. Design by visualizing and arranging environments for classroom dramatizations. (CP, HC, C, A)
  - b. Understand the basic types of theatre stages (proscenium, thrust, and arena) and how they are utilized.

### Webbing Activities:

**Theatre Arts #1, 2, 4, 5 by discussing the use of different stages**

c. Understand how visual elements (such as space, color, line, shape, and texture) and aural elements (music, sound effects) can be used to communicate place, time, and mood in a theatrical work.

**Webbing Activities:**

**Theatre Arts #1, 2, 4, 5**

4. Direct by planning classroom dramatizations. (CP, CA)

a. Demonstrate knowledge of basic blocking and stage

**Webbing Activities:**

**Theatre Arts #1, 2, 4, 5**

b. Demonstrate responsible behavior such as sharing, flexibility, and effective use of time.

**Webbing Activities:**

**Theatre Arts #1, 2, 4, 5**

c. Understand the dynamics of a character's outer action and inner thought process.

**Webbing Activities:**

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

d. Demonstrate various ways of staging classroom dramatizations.

**Webbing Activities:**

**Theatre Arts #1, 2, 4, 5**

5. Understand the similarities and differences between everyday life, theatre, film, television, and electronic media productions. (A, CA)

a. Know that there is a set of criteria for evaluating a theatrical experience with regard to characterization, diction, pacing, gesture, and movement.

**Webbing Activity:**

**Theatre Arts #6**

b. Know the impact on the audience of theatre, film, television, radio, and other media.

**Webbing Activity:**  
**Theatre Arts #6**

- c. Recognize the consequences of artistic choices.

**Webbing Activity:**  
**Theatre Arts #6**

- d. Recognize the importance of respectful, positive, and constructive criticism.

**Webbing Activity:**  
**Theatre Arts #6**

- e. Understand the similarities and differences between real life and the representation of life (willing suspension of disbelief).

**Webbing Activity:**  
**Theatre Arts #6**

7. Explore historical and multicultural concepts through dramatic activity. (CA, HC, C)

- b. Recognize that theatre styles vary according to culture, time, and place.

**Webbing Activities:**  
**Language Arts #8; Theatre Arts #3, 4, 5**

8. Perceive and appreciate diverse meanings and values of works of art. (A, CA)

- a. Articulate emotional response to the whole, as well as parts of, dramatic performance.

**Webbing Activities:**  
**Language Arts #8; Theatre Arts #3, 5, 6**

- b. Understand and value how individual emotional responses to art may vary.

**Webbing Activity:**  
**Theatre Arts #6**

9. Experience theatre and relate to various arts and everyday life. (C, CA)

- a. Use problem solving and cooperative skills to dramatize a story or a current event from another content area.

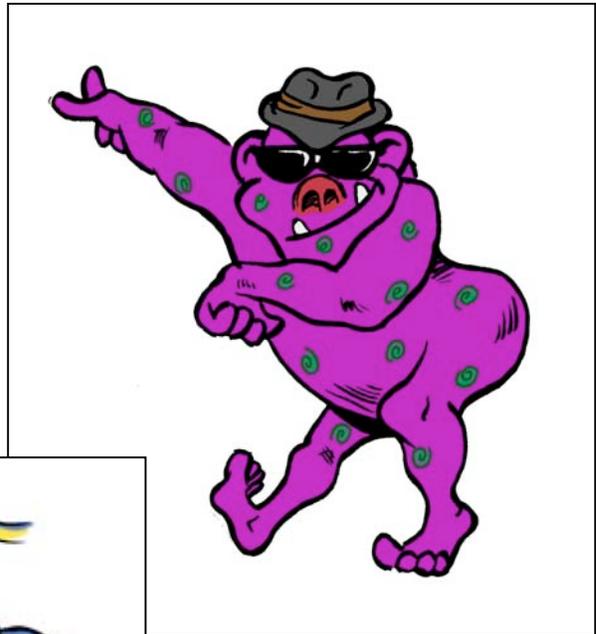
**Webbing Activities:**

**Theatre Arts #1, 2, 4, 5**

- c. Understand artistic characteristics and social impact of various media (e.g., film, television, and electronic media), including connections with dance, music, and visual arts.

**Webbing Activity:**

**Theatre Arts #6**



# Visual Arts:

## CONTENT STRANDS:

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

*Critical Analysis (CA)*  
*Aesthetics (A)*

## COMPETENCIES and Suggested Teaching Objectives:

1. Apply with increasing skills a variety of media, processes, and images to produce works of art that communicate ideas. (CP)

a. Utilize democratic process to select content, media, and methods while creating group projects.

### Webbing Activities:

**Visual Arts #1, 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. Develop increased manipulative skills while cutting, gluing, folding, drawing, and painting.

### Webbing Activities:

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

d. Increase understanding and use of unique properties and potential of media, materials, and technologies while producing works of art.

### Webbing Activities:

**Visual Arts #4, 6, 7, 8, 11**

e. Understand the importance of cleaning tools and work area.

### Webbing Activities:

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

- f. Know the importance of recycling, conserving, and sharing art materials.

**Webbing Activities:**

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

2. Demonstrate an increasing understanding of the use of the elements and principles of design through media and processes to communicate ideas, actions, and emotions. (elements—color, line, shape and form, texture, value, space; principles—balance, repetition, unity, contrast, proportion, emphasis) (CP)

- a. Know primary and secondary colors on the color wheel.

**Webbing Activities:**

**Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12**

- b. Know how to create depth (e.g., overlapping and placement, size, detail, color)

**Webbing Activities:**

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

- c. Know how to select line quality to match purpose or feeling.

**Webbing Activities:**

**Visual Arts #4, 7, 8, 13**

- d. Demonstrate thoughtful, selective use of elements and principles of art to achieve a purpose.

**Webbing Activities:**

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

- e. Know the difference between two-dimensional shapes and three-dimensional forms.

**Webbing Activities:**

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

- f. Create symmetrically balanced compositions.

**Webbing Activities:**

**Visual Arts #1, 3, 4, 5, 7, 8, 11**

g. Know how to use combinations of figures/objects to express ideas, experiences, stories, or feelings.

**Webbing Activities:**

**Visual Arts #1, 4, 5, 6, 7, 8, 11**

h. Understand how to incorporate textures and patterns into artwork.

**Webbing Activities:**

**Visual Arts #1, 3, 4, 5, 6, 7, 8**

i. Know how to use foreground, middle ground, and background in a work of art.

**Webbing Activities:**

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

3. Know how to use various media, techniques, and processes to create different effects in works of art. (CP)

a. Demonstrate ability to choose techniques, media, and processes to achieve intended effect.

**Webbing Activities:**

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

b. Recognize various subjects, media, and techniques chosen by the artist in a specific work of art.

**Webbing Activities:**

**Visual Arts #9, 15**

c. Know which colors are used to evoke certain emotional responses (e.g., cool colors, warm colors).

**Webbing Activities:**

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

4. Understand and use visual arts vocabulary to make judgments while creating and studying works of art. (CA)

- a. Discuss artwork using art vocabulary, including names of artists, and styles of art.

**Webbing Activities:**

**Visual Arts #9, 12, 15**

- b. Discuss artwork in relation to design principles: balance, repetition, unity, contrast, proportion, and emphasis.

**Webbing Activities:**

**Visual Arts #9, 12, 15**

5. Describe how different works of art can be interpreted. (CA)

- a. Know how to use reading, writing, and speaking skills to communicate interpretation of art.

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

- b. Know how to support an opinion about art with an example.

**Webbing Activities:**

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

- c. Demonstrate ability to identify similar ideas represented in works of art.

**Webbing Activities:**

**Visual Arts #9, 15**

6. Understand the importance of artists in different cultures, times, and places. (HC)

- a. Identify the roles of artists from various cultures, times, and places.

**Webbing Activities:**

**Visual Arts #7, 8**

- b. Identify the ways that artists contribute to the school environment.

**Webbing Activities:**  
**Visual Arts #7, 8**

- c. Recognize the effect of art in the home and the community.

**Webbing Activities:**  
**Visual Arts #7, 8**

- 8. Understand that artwork reflects the time and culture in which it was created. (HC)

- a. Recognize that life experiences influence the creation of works of art.

**Webbing Activities:**  
**Visual Arts #9, 15, 16**

- b. Identify personal and cultural factors that influence an artist's work.

**Webbing Activities:**  
**Visual Arts #15**

- 9. Know that there are different answers to the question: "What is art?" (A)

- a. Understand that there are individual perceptions of art.

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

- c. Understand there is more than one way to appreciate art.

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

- 10. Know how people respect and value art differently. (A)

- a. Recognize that there are different responses to specific works of art.

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

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

**Webbing Activities:**

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

11. Recognize that visual arts concepts and skills are integrated in other subject areas for use in everyday life.

- b. Know examples of various careers that require art training.

**Webbing Activities:**

**Visual Arts #4, 16**

