



# *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!

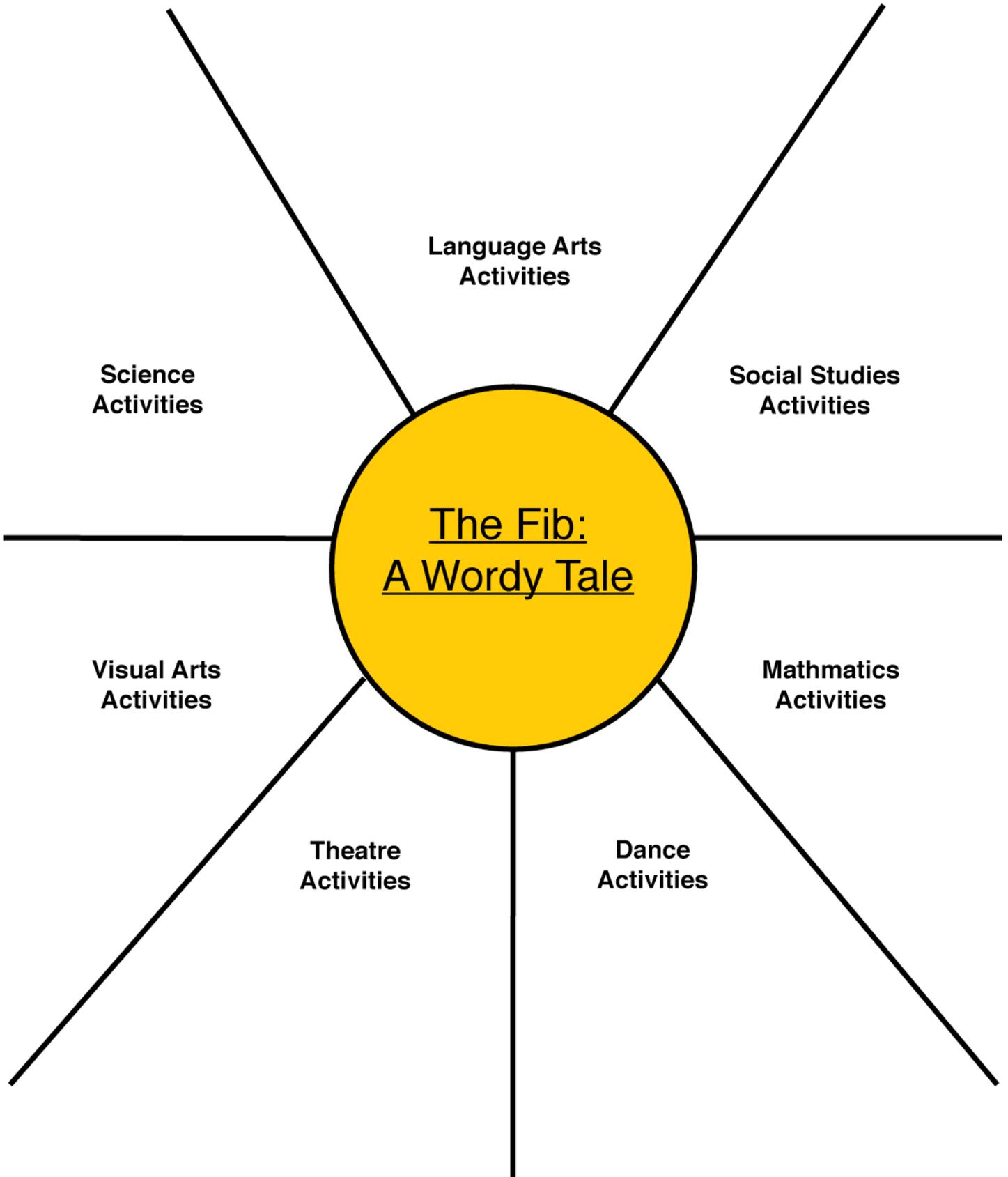
Wolftrap Institute

<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



Language Arts  
Activities

Social Studies  
Activities

The Fib:  
A Wordy Tale

Mathematics  
Activities

Dance  
Activities

Theatre  
Activities

Visual Arts  
Activities

Science  
Activities



## Competencies Met by the Webbing Activities for *The Fib: A Wordy Tale* Kindergarten

### Language Arts:

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

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

- 1) Demonstrate an understanding of correct book orientation by holding the book correctly and indicating where to begin reading (e.g., front to back, top to bottom, left to right).
- 2) Demonstrate that print carries meaning for the reader.
- 3) Identify front cover, back cover, and title page of a book.
- 4) Point to words in a text when reading aloud, matching spoken words to print.
- 5) Track words from left to right and top to bottom on a printed page.
- 6) Recognize that sentences in print are made up of separate words.
- 7) Distinguish letters from words.
- 8) Distinguish between uppercase and lowercase letters.

### Webbing Activities:

- 1.a.1 Language Arts #8; Reading #1
- 1.a.2 Language Arts #8
- 1.a.3 Language Arts #13
- 1.a.4 Language Arts #14; Reading #1
- 1.a.5 Language Arts #14; Reading #1
- 1.a.6 Language Arts #1
- 1.a.7 Language Arts #2, 3, 6, 7
- 1.a.8 Language Arts #6,7



*b. The student will apply knowledge of phonological and phonemic awareness. (DOK 2)*  
(Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities. Research indicates that over the course of a year no more than 20 hours should be spent in phonemic awareness instruction. Priority items are underlined.)

- 1) Break spoken sentences into individual words (e.g., claps, taps, speaks).
- 2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).
- 3) Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ō/ in hop).
- 4) Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).
- 5) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).
- 6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).
- 7) Articulate phonemes correctly.
- 8) Blend phonemes orally to make a word (e.g., /p/ /ă/ /t/ = pat, /b/ /ü / /g/ = bug).
- 9) Segment phonemes orally within a spoken word (e.g., sit = /s/ /ī/ /t/, rap = /r/ /ă/ /p/).

**Webbing Activities:**

- 1.b.1 Language Arts #1, 2, 3
- 1.b.2 Language Arts #15
- 1.b.3 Language Arts #1, 2, 6, 7
- 1.b.4 Language Arts #7
- 1.b.5 Language Arts #1, 2, 3
- 1.b.6 Language Arts #6, 7, blending sounds
- 1.b.7 Language Arts #6, 7
- 1.b.8 Language Arts #6, 7, blending sounds to form words
- 1.b.9 Language Arts #6, 7

*c. The student will use word recognition skills. (DOK 1)*

- 1) Match all consonant and short vowel sounds to the appropriate letters.
- 2) Understand the alphabetic principle, which means as letters in words change, so do the sounds in the words.
- 3) Blend letter sounds in one syllable words.
- 4) Begin to recognize common word families.
- 5) Read some words derived from common word families (e.g., -at, -ig, -ot).

- 6) Recognize some high frequency words in text (e.g., the, has, an, can, run, color words, and number words).
- 7) Read some sight words (e.g., high frequency words, logos and/or signs in environmental print, and words in language experience text).

**Webbing Activities:**

- 1.c.1 Language Arts #6, 7**
- 1.c.2 Language Arts #15**
- 1.c.3 Language Arts #6, 7, blending sounds, 15**
- 1.c.4 6, 7, blending sounds #15**
- 1.c.5 Language Arts #16; Reading #1**
- 1.c.6 Language Arts #17**
- 1.c.7 Language Arts #17**

*d. The student will understand and explain the meaning of common affixes (e.g., un-, re-, -s, -es, -ed, -ing). (DOK 1)*

**Webbing Activity:**

- 1.d Language Arts #4**

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

- 1) Name pictures of common objects and concepts.
- 2) Use words to describe location, size, color, and shape.
- 3) Identify and sort pictures of common words into basic categories (e.g., animals, foods, toys).
- 4) Begin to recognize word relationships.

**Webbing Activities:**

- 1.e.1 Language Arts #18**
- 1.e.2 Language Arts #18**

*g. The student will use pictures and context to understand the meaning of a word. (DOK 2)*

**Webbing Activities:**

- Language Arts #18**

*h. The student will use reference materials to find, to confirm the meaning of, to pronounce, or to spell unknown words with assistance (e.g., picture dictionary, teacher and/or peer as resource). (DOK 1)*

**Webbing Activities:**

**1.h Language Arts #1,2**

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

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

- 1) Text features – titles, illustrations, etc.
- 2) Parts of a book – title page, title, author, illustrator, etc.
- 3) Text structures – sequential order
- 4) Genres – fiction, nonfiction, and poetry (nursery rhymes)

**Webbing Activities:**

**2.a.1 Language Arts #5, 9, 13**

**2.a.2 Language Arts #5, 9, 13**

**2.a.3 Language Arts #5, 9, 13**

*b. The student will understand and make simple inferences about text. (DOK 2)*

- 1) Answer literal who, what, and where questions.
- 2) Identify and discuss main characters, settings, and major events.
- 3) Use illustrations to discuss the main idea of a simple story.
- 4) Make simple inferences about narrative and/or informational text.

**Webbing Activities:**

**2.b.1 Language Arts #5, 8, 9**

**2.b.2 Language Arts #5, 8, 9**

**2.b.3 Language Arts #18**

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

- 1) Retell a familiar story with the book as a reference.
- 2) Retell a familiar story without the book including a beginning, middle, and end.
- 3) Retell two to three steps in the sequence of events in text shared with the student.

**Webbing Activities:**

- 2.c.1 Language Arts #8**
- 2.c.2 Language Arts #8**
- 2.c.3 Language Arts #8**

*d. The student will respond to narrative and informational texts in a variety of ways that reflect understanding and interpretation. (DOK 2)*

- 1) Interpret text through moving, drawing, speaking, acting, or singing.
- 2) Make connections between self and text after shared reading.
- 3) Compose visual images (e.g., draw a picture based on something in the text).
- 4) Identify favorite passages.

**Webbing Activities:**

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

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

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

- 1) Planning
  - Begin to use graphic organizers to generate and organize ideas.
- 2) Drafting
  - Begin to put thoughts on paper through use of scribbling, symbols, pictures, or words.  
[\*Writing for kindergarten students is defined as making marks and/or symbols on a page that possess meaning for the author.]
- 3) Revising
  - Begin to add details to compositions.
- 4) Editing
  - Begin to edit for capitalization and end punctuation in written compositions.

5) Publishing/Sharing

- Share compositions with others by displaying and retelling ideas.

**Webbing Activities:**

- 3.a.1 Language Arts #8; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**
- 3.a.2 Language Arts #8; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**
- 3.a.3 Language Arts #8; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**
- 3.a.4 Language Arts #8; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**
- 3.a.5 Language Arts #8; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**

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

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

**Webbing Activities:**

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

*c. The student will compose a personal story or narrative. (DOK 3)*

- 1) Compose dictated narratives relating a personal story.
- 2) Compose drawings/visual images and use to dictate a personal story or narrative.

**The student will use the situations in the story to relate events in their lives (going to the doctor, getting a shot, going to the hospital, etc.)**

*d. The student will compose informational text about a familiar topic (e.g., families, animals, etc.). (DOK 3)*

- 1) Compose class reports/charts about a familiar topic.
- 2) Functional texts (e.g., labels, notes, etc.).

**Webbing Activities:**

- 3.d.1 Language Arts #8**
- 3.d.2 Language Arts #8**

4. The student will apply Standard English to communicate.

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

- 1) Begin to recognize the use of nouns, verbs, and adjectives.
- 2) Begin to recognize the use of articles and conjunctions.

**Webbing Activities:**

**4.a.1 Language Arts #19**

**4.a.2 Language Arts #19**

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

- 1) Begin to recognize and use end punctuation (e.g., period, question mark, exclamation mark) in shared writing.
- 2) Begin to recognize and use capital letters (e.g., first word in a sentence, name) in shared writing.
- 3) Begin to use developmentally appropriate spelling.
  - Recognize and record some beginning and ending sounds in words.
  - Spell first and last name.
  - Spell some sight words.
- 4) Develop handwriting skills
  - Position paper in order to write in a left to right progression moving from top to bottom on the page
  - Trace/draw recognizable shapes.
  - Reproduce a visual pattern.
  - Trace, copy, and generate letters.
  - Write first and last name legibly.

**Webbing Activities:**

**4.b.1 Language Arts #8, 19; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**

**4.b.2 Language Arts #8; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**

**4.b.3 Language Arts #8; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**

**4.b.4 Language Arts #8; all Science and Social Studies writing; Theatre Arts #4; Writing #3, 4, 5, 6, 7, 8, 9, 10**

*c. The student will begin to use a variety of sentence structures. (DOK 1)*

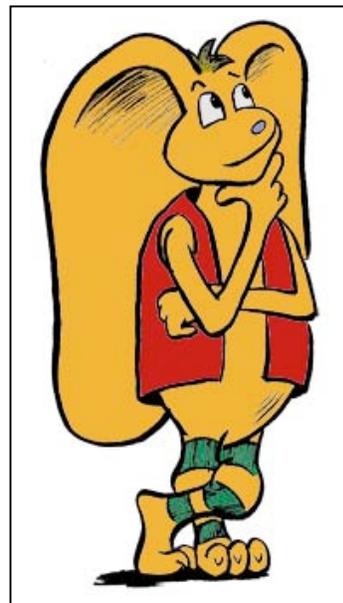
1) Speak in complete sentences.

2) Initiate questions in conversation using age-appropriate words, phrases, and sentences.

**Webbing Activities:**

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

**4.c.2 All discussions around the book**



# 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)

### COMPETENCIES

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

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

**Webbing Activities;**

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

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

**Webbing Activities:**

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

c. Demonstrate clear contrasts between slow and fast movements.

**Webbing Activities:**

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

d. Demonstrate rhythmic movements, timing, and following a beat at an introductory level.

**Webbing Activities:**

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

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

a. Identify body parts (i.e., knee, foot, arm, etc.) and apply these to different movement activities.

**Webbing Activities:**

**Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3, 5; Visual Arts #6**

b. Demonstrate awareness of immediate surroundings using a variety of movement skills while transferring weight in various directions and pathways.

**Webbing Activities:**

**Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3, 5; Visual Arts #6**

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

a. Regularly participate in physical activities in school settings and out of school settings individually and as a group.

**Webbing Activities:**

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

4. Achieve and maintain a health-enhancing level of physical fitness. (AP, L, GM, FM, C)

a. Vigorously (Exercising at target heart rate.) participate in physical activity for a sustained amount of time.

**Webbing Activities:**

**Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5**

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

a. Follow rules, procedures and safety practices while recognizing inappropriate behavior.

**Webbing Activities:**

**Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5**

b. Follow directions and work cooperatively with 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**

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

a. Express a positive outlook during physical activity and enjoy interaction with others.

**Webbing Activities;**

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

b. Develop skills while participating in different activities individually and while working with others.

**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 Kindergarten include **Content Strands of: Inquiry, Life Science, Physical Science, and Earth and Space Science.** 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 Kindergarten.



## Social Studies:

**STRANDS:** (C-Civics) (H-History) (G-Geography) (E-Economics)

1. Develop an understanding of *self/home* in relationship to the expanding horizon theme. (C, H)

d. Recognize varieties of family life and cultures (e.g., rural, urban, national, international {For Example: Japan}).

**Webbing Activity:**  
**LA #8**

2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, G, E)

e. Discover the relationship among people, places, and environments (e.g., importance of following rules, safety, manners, etc.).

**Webbing Activity:**  
**Reading #1 and discussion on manners following reading of the book**

- f. Recognize responsibilities of the individual (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, etc.).

**Webbing Activity:**

**Reading #1 and discussion on manners following reading of the book**

3. Demonstrate the ability to use social studies tools (e.g., timelines, bar graphs, globes, classroom maps, etc). (C, H, G)

- a. Recognize and apply terms related to location, direction, size, and distance (e.g., up, down, left, right, here, there, etc.).

**Webbing Activities:**

**Language Arts #8, 14, 15, 17, 18; Physical Education #1, 2, 3; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3, 4, 5; Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13; Writing #3, 4, 5, 6, 7, 8, 9, 10**

- d. Identify cardinal directions.

**Webbing Activities:**

**Language Arts #8, 14, 15, 17, 18; Physical Education #1, 2, 3; Science #2, 11; Social Studies #6; Dance #1, 2, 3, 4, 5; Theatre Arts #1, 2, 3, 4, 5; Visual Arts #1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 13; Writing #3, 4, 5, 6, 7, 8, 9, 10**

# Dance:

## CONTENT STRANDS:

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

## COMPETENCIES and Suggested Teaching Objectives:

### 1. Demonstrate emerging understanding of movement skills. (CP)

- a. Experience shifting body weight in various directions.

#### **Webbing Activities:**

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

- b. Experience axial movements (e.g., bend, arch, reach, twist, turn) and motor skills.

#### **Webbing Activities:**

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

- c. Distinguish right and left with body parts and movement.

#### **Webbing Activities:**

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

- d. Experience locomotor movements (e.g., roll, crawl, walk, gallop, hop, jump, leap).

#### **Webbing Activities:**

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

### 2. Engage in movement problem-solving dance experiences. (CP)

- a. Exhibit awareness of different components of human energy (e.g., strong, weak, soft, hard, push, pull).

#### **Webbing Activities:**

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

- b. Apply positional and level concepts while executing shapes and movement (e.g., beside, in front of).

**Webbing Activities:**

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

3. Respond through movement to verbal instruction and to various stimuli. (CP)

- a. Create shapes in high, middle, and low levels alone and with partners.

**Webbing Activities:**

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

- b. Maintain personal space while traveling through space and responding to images, sounds, and color words.

**Webbing Activities:**

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

- c. Perform simple movements in response to verbal instruction.

**Webbing Activities:**

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

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

- a. Recognize simple changes in a performance.

**Webbing Activities:**

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

- b. Explain the pattern or order of various performed movement choices.

**Webbing Activities:**

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

- 5. Know that dances vary throughout cultures, times, and places. (CP, HC)

- a. Display celebration/enjoyment of dance.

**Webbing Activities:**

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

- b. Observe traditional dances from various cultures.

**Webbing Activities:**

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

- 6. Recognize factors that contribute to the creation, meaning, and beauty of dance. (A)

- a. Observe a higher level class while engaging in the compositional process.

**Webbing Activities:**

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

- b. Explain what factors add to the beauty of a dance (e.g., technical skill of dancers, choreographic and production elements).

**Webbing Activities:**

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

- 7. Identify the connections between dance, other disciplines, and artful living. (A, C)

- a. Students recognize some physical and social functions of dance.

**Webbing Activities:**

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

- b. Cultivate audience skills and behaviors.

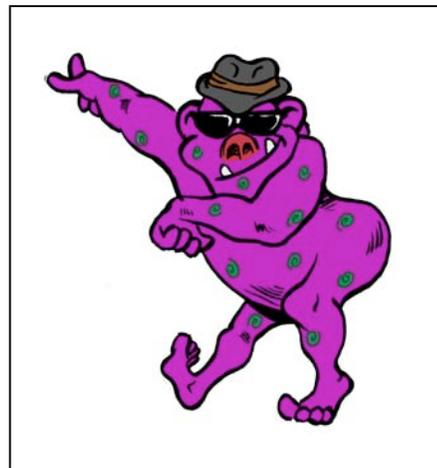
**Webbing Activities:**

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

- c. Identify aspects of dance that relate to other subject areas.

**Webbing Activities:**

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



# Theatre:

## CONTENT STRANDS:

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

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

## COMPETENCIES and Suggested Teaching Objectives:

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

- a. Explore life experiences and develop imaginary situations through guided dramatic play.

### Webbing Activities:

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

2. Act by playing characters and interacting in improvisations. (CP)

- a. Create a variety of real and imaginary characters using basic acting skills (e.g., emotional, physical, and vocal expression, sensory perception, concentration).

### Webbing Activities:

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

- b. Perform group pantomimes and improvisations to retell familiar stories.

### Webbing Activities:

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

3. Respond to a variety of theatrical experiences. (CA)

- a. Identify appropriate and inappropriate audience behavior.

**Webbing Activities:**

**Language Arts #8; Physical Education #1, 2, 3; Dance # 1, 3, 4, 5; Theatre Arts #1, 2, 3, 5,6**

- b. Identify characters, settings, and events seen or portrayed in formal and informal productions.

**Webbing Activities:**

**Language Arts #8, 9; Physical Education #1, 2, 3; Dance # 1, 3, 4, 5; Theatre Arts #1, 2, 3, 5**

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

- a. Give reasons for personal preferences for characters in a play, movie, etc.

**Webbing Activity:**

**Theatre Arts #1**

- b. Recognize how theatre communicates events of everyday life.

**Webbing Activities:**

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

5. Recognize content in theatre experiences that connects to other art disciplines, subjects and everyday life. (C)

- a. Cooperate with others in guided dramatic play.

**Webbing Activities:**

**Dance # 1, 3, 4, 5; Theatre Arts #1, 2, 3, 5**

- b. Identify with characters in a dramatic work.

**Webbing Activities:**

**LA #9; Dance # 1, 3, 4, 5; Theatre Arts #1, 2, 3, 5**

# Visual Arts:

## CONTENT STRANDS:

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

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

## COMPETENCIES and Suggested Teaching Objectives:

1. Use a variety of basic materials and art media to produce works of art. (CP)

- a. Begin to work cooperatively in producing works of art.

### Webbing Activities:

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

- b. Use art materials, equipment, and facilities in a safe and responsible manner.

### Webbing Activities:

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

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

### Webbing Activities:

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

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

### Webbing Activities:

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

- e. Experiment with different media (e.g., paint, clay, ink, crayons, finger-paint, chalk, markers, pencil).

### Webbing Activities:

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

- f. Create symbols for common objects (e.g., people, vegetation, houses, animals).

**Webbing Activities:**

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

- g. Produce drawings to create original, meaningful images.

**Webbing Activities:**

**Visual Arts #4, 7, 8, 10, 11**

- h. Produce works of art that express a personal experience or feeling.

**Webbing Activities:**

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

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

- a. Name and find examples of primary colors (red, yellow, blue) in works of art and in the environment.

**Webbing Activity:**

**Visual Arts #12**

- b. Name and utilize basic shapes (circle, square, rectangle, triangle) in works of art and in the environment.

**Webbing Activities:**

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

- c. Name and utilize different kinds of lines in works of art and in the environment.

**Webbing Activities:**

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

- d. Create original works of art using different colors, shapes, and lines.

**Webbing Activities:**

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

3. Know that different art media produce different effects. (CP)

- a. Create works of art using a variety of different processes.

**Webbing Activities:**

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

- b. Utilize different materials to obtain various effects.

**Webbing Activities:**

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

4. Recognize basic art vocabulary. (CA)

- a. Utilize basic art vocabulary in describing student's own work and others.

**Webbing Activities:**

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

- b. Utilize basic art vocabulary in describing art materials and processes.

**Webbing Activities:**

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

5. Respond to different works of art through oral description. (CA)

- a. Describe feelings and moods evoked while observing works of art (e.g., sadness, anger, loneliness, happiness, fright, friendliness, excitement, peacefulness).

**Webbing Activities:**

**Language Arts #8; Visual Arts #9, 12, 13, 14**

- b. Describe action in works of art (e.g. walking, running, falling, skipping, jumping).

**Webbing Activities:**

**Visual Arts #9**

6. Recognize the roles of artists in the community. (HC)

- a. Recognize artists and art forms produced in family and community.

**Webbing Activities:**

**Discussing the book itself and the illustrator/author will fulfill this.**

- b. Recognize that artists create art as a profession and/or a hobby.

**Webbing Activities:**

**Discussing the book itself and the illustrator/author will fulfill this.**

7. Recognize subject matter found in works of art and design. (HC, CA)

- a. Recognize symbols often found in works of art (e.g., cross, crown, star, logos, flags).

**Webbing Activities:**

**Visual Arts #9; and discussing the book**

- b. Recognize similar subject matter in works of art (e.g., people, buildings, animals, plants).

**Webbing Activities:**

**Visual Arts #9; and discussing the book**

8. Recognize that environments affect art. (HC)

- a. Recognize that works of art are created in different places.

**Webbing Activity:**

**Visual Arts #15**

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

- a. Identify one connection between the visual arts and another subject area in school.

**Webbing Activity:**  
**Visual Arts #16**

- b. Identify one connection between the visual arts and another arts discipline.

**Webbing Activity:**  
**Visual Arts #16**

