



# *The Fib: A Wordy Tale*

## A Curriculum by Linda Wilson

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

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

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



# The Fib: A Wordy Tale

## Interdisciplinary Webbing (Activities)

by Linda Wilson

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

### Language Arts Activities:

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

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

## Physical Education Activities:

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

## Reading Activities:

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

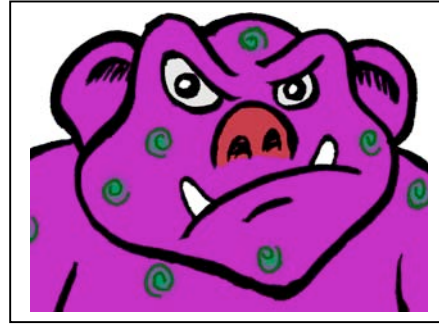
## Science Activities:

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

## Social Studies Activities:

1. Research famous skaters - the Olympics.
2. What jobs are there for people who skate?

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



## Dance Activities:

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

## Theatre Arts Activities:

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

## Visual Arts Activities:

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

## Writing Activities:

1. Taking the "Dorftionary" in the back of the book, write a sentence using each word.
2. Using a Dictionary, divide each word listed in the "Dorftionary" into syllables.
3. Write and illustrate a book about skating and the different moves.
4. Write a new story having different ending, characters, dancing or skate boarding instead of skating.
5. Write a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.
6. Create a play from the book.
7. Write about going to the hospital and what might happen using the words in the "Dorftionary".
8. Write a story using tautology - the needless repetition of a word, idea or statement.
9. Write a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.
10. Write your own secret code.

## Web sites:

## Teacher Resources:



[www.orientaltrading.com](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.discountsschoolsupply.com](http://www.discountsschoolsupply.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.jazzonline.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!

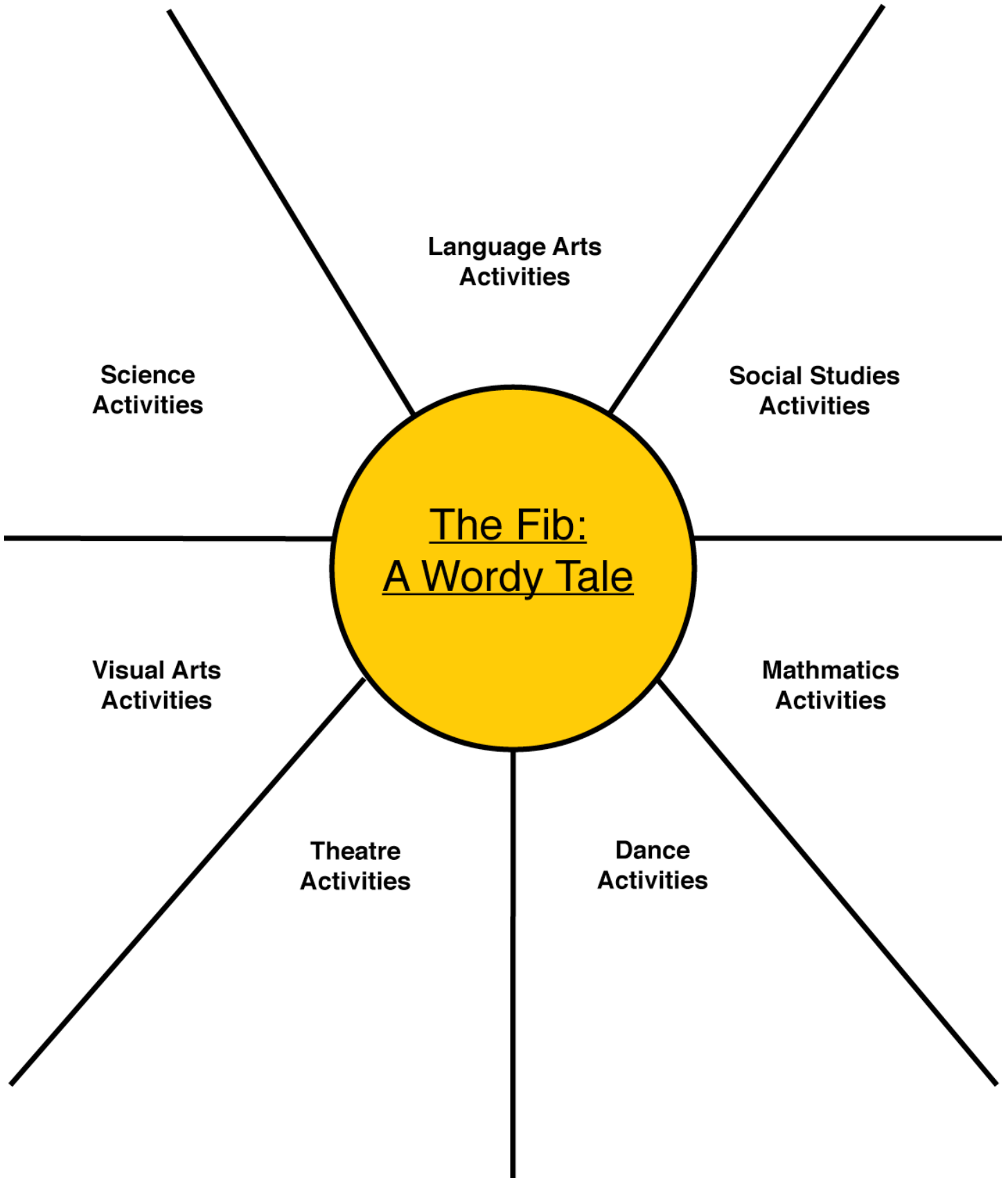
Wolftrap Institute

<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* Fourth Grade

### Language Arts Competencies:

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.
  - a. The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) for decoding words. **(DOK 1)**

#### Webbing Activities:

Language Arts activities #1, 2, 3, 17; Writing #2

- b. The student will identify roots and affixes (e.g., **non-**, **trans-**, **over-**, **anti-**, **-tion**, **-or**, **-ion**, **-ity**, **-ment**, **-ic**) in words. **(DOK 2)**

#### Webbing Activity:

Language Arts activity #4

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

#### Webbing Activities:

Language Arts activities #1, 5, 8, 10, 11; all writing exercises around all Science and Social Studies activities; Theatre Arts activities #4, 5; Writing activities #1, 3, 4, 5, 6, 7, 8, 9, 10

d. The student will identify and **produce** grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)

**Webbing Activities:**

Language Arts activities #1, 5, 8, 10, 11; writing exercises around all Science and Social Studies activities; Theatre Arts activities #4, 5; Writing activities #1, 3, 4, 5, 6, 7, 8, 9, 10

e. The student will use **definitional, synonym, or antonym** context clues to **infer** the meanings of unfamiliar words. (DOK 2)

**Webbing Activities:**

Language Arts activities #1, 5, 8, 10, 11; writing exercises around all Science and Social Studies activities; Theatre Arts activities #4, 5; Writing activity #1, 3, 4, 5, 6, 7, 8, 9, 10

f. The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, **hyperbole**) to determine the meaning of words and to **communicate**. (DOK 2)

**Webbing Activities:**

Language Arts activity #1, 5, 8, 10, 11; writing exercises around all Science and Social Studies activities; Theatre Arts activity #4, 5; Writing activity #1, 3, 4, 5, 6, 7, 8, 9, 10

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

**Webbing Activities:**

Language Arts activity #1, 4; Writing activity #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 apply knowledge of text features, parts of a book, text structures, and genres **to understand, interpret, or analyze text**. (DOK 2)

1) Text features - titles, headings, captions, illustrations, graphs, charts, diagrams, **bold-faced print, italics, maps, icons, pull down menus, key word searches**, etc.

2) Parts of a book - title page, table of contents, glossary, index, **appendix, footnotes**, etc.

- 3) Text structures - sequential order, description, simple cause and effect, simple procedure, **compare/contrast**, etc.
- 4) Genres – Fiction, nonfiction, and poetry

**Webbing Activities:**

**Language Arts activity #1, 8, 11; writing exercises around all Science and Social Studies activities; Theatre Arts activity #4; Writing activity #1, 3, 4, 5, 6, 7, 8, 9, 10**

*b. The student will analyze texts in order to identify, understand, infer, or synthesize information. (DOK 2)*

- 1) Identify the stated main idea or supporting details in a paragraph.
- 2) **Apply knowledge of transitions or cue words to identify and sequence major events in a narrative.**
- 3) Identify stated causes and effect relationships in paragraphs and short passages.
- 4) Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.
- 5) Predict a **logical** outcome based upon information stated in a paragraph or short passage and confirm or revised based upon subsequent text.

**Webbing Activities:**

**Language Arts activity #5, 9; writing exercises around all Science and Social Studies activities**

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

**Webbing Activities:**

**Language Arts activity #5, 8; Theatre Arts activity #4; reading/writing exercises around all Science and Social Studies activities; Writing activity #4, 5, 6, 7, 8, 9**

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

- 1) **Story elements (e.g., setting, characters, character traits, events, resolution, point of view)**
- 2) **Literary devices (e.g., imagery, exaggeration, dialogue)**
- 3) **Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)**
- 4) **Author's purpose (e.g., inform, entertain, persuade)**

**Webbing Activities:**

**Language Arts #8, 9, 12, 13, 18; reading/writing exercises around all Science and Social Studies activities; Theatre Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9**

*e. The student will identify facts, opinions, or tools of persuasion in text. (DOK 2)*

- 1) Distinguish between fact and opinion.
- 2) **Identify tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view).**

**Webbing Activities:**

**Language Arts activity #9, 18; reading/writing exercises around all Science and Social Studies activities**

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

*a. The student will use **and reflect on an** appropriate composing process (e.g., planning, drafting, revising, editing, publishing/ sharing) **to express, communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length.** [Note: Editing will be tested under competency four.] (DOK 3)*

- 1) Planning
  - Plan for composing using a variety of strategies (e.g., **brainstorming, drawing, graphic organizers, peer discussion, reading, viewing**).
- 2) Drafting
  - **Draft with increasing fluency.**
- 3) Revising
  - **Revise selected drafts by adding, elaborating, deleting, and rearranging text based on teacher/peer feedback, writer's checklist, or rubric.**
- 4) Editing
  - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
- 5) Publishing/Sharing
  - Share writing with others formally and informally using a variety of media.

**Webbing Activities:**

**Language Arts activity #8; Theatre Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9, 10; all writing activities associated with the Science and Social Studies art of the webbing**

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

**Webbing Activities:**

**Language Arts activity #8; Theatre Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9, 10; all writing activities associated with the Science and Social Studies part of the webbing**

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

- 1) Stories and retellings
- 2) Narrative poems
- 3) PowerPoint presentations

**Webbing Activities:**

**Language Arts activity #8; Theatre Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9, 10; all writing activities associated with the Science and Social Studies part of the webbing**

*d. The student will compose informational text **clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, compare and contrast, or simple procedure.** (DOK 3)*

1. Reports
2. Letters
3. Functional texts
4. **Presentations**
5. **Poems**

**Webbing Activities:**

**Language Arts activity #8; Theatre Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9, 10; all writing activities associated with the Science and Social Studies part of the webbing**

*e. The student will compose simple persuasive text **clearly expressing a main idea with supporting details for a specific purpose and audience.** (DOK 3)*

- 1) Letters
- 2) Speeches
- 3) Advertisements

**Webbing Activities:**

**Language Arts activity #8; Theatre Arts activity #4; Visual Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9, 10; all writing activities associated with the Science and Social Studies part of the webbing**

f. The student will **compose text based on inquiry and research**. (DOK 3)

- 1) Generate questions.
- 2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
- 3) Identify and paraphrase important information from sources.
- 4) Present the results.

**Webbing Activities:**

**Language Arts activity #8, 10; Theatre Arts activity #2, 4; Writing activity #3, 4, 5, 7, 8, 9**

4. The student will apply Standard English to communicate.

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

- 1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)
- 2) Verbs (e.g., helping verbs, irregular verbs, **linking verbs**)
- 3) Verb tense (conjugation and purpose for past, present, future, **present perfect**)
- 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, plural possessive pronouns, **object pronouns, reflexive pronouns, demonstrative pronouns**)
- 9) Pronoun-antecedent agreement (number and gender)
- 10) Adverbs (avoiding double negatives; **comparative forms**)
- 11) Interjections

**Webbing Activities:**

**Language Arts activity #8, 10; Theatre Arts activity #4; Visual Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9, 10; all writing activities associated with the Science and Social Studies part of the webbing**

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

- 1) End punctuation (e.g., period, question mark, exclamation point)
- 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- 3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, **introductory prepositional phrases, and nonessential appositive phrases**)

- 4) Apostrophes (e.g., possessives; contractions)
- 5) Quotation marks (e.g., quotations; titles of poems, **titles of songs, titles of short stories**)
- 6) Underlining/Italics (e.g., titles of books and movies)
- 7) Colons (e.g., time, **before lists introduced by independent clauses**)
- 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,” **first word in greetings and closings of friendly letters, proper adjectives**)
- 9) Spell words commonly found in **fourth grade** level text.
- 10) Produce legible text.

**Webbing Activities:**

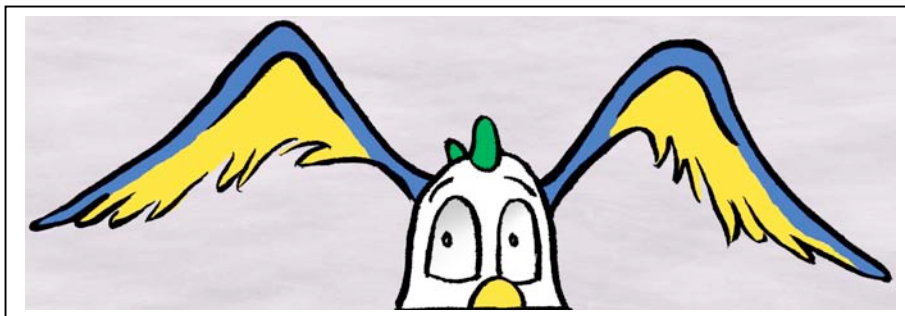
**Language Arts activity #8, 10; Theatre Arts activity #4; Visual Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9, 10; all writing activities associated with the Science and Social Studies part of the webbing**

*c. The student will apply knowledge of sentence structure in **composing or editing**. (DOK 2)*

- 1) Analyze the structure of sentences (e.g., simple sentences **including those with compound subjects and/or compound predicates**; compound sentences; and **complex sentences, including independent and dependent clauses**).
- 2) Compose simple sentences with compound subjects and/or compound predicates; compound sentences; and **complex sentences**.
- 3) Avoid sentence fragments and run-on sentences, and **comma splices**.
- 4) **Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases, and appositive phrases**.
- 5) **Compose sentences containing descriptive, adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases**.

**Webbing Activities:**

**Language Arts activity #8, 10; Theatre Arts activity #4; Visual Arts activity #4; Writing activity #3, 4, 5, 6, 7, 8, 9, 10; all writing activities associated with the Science and Social Studies part of the webbing**



# 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. Apply manipulative skills (A skill in which an individual must handle an object with the hands, feet, or other body part.) to enhance participation in physical activity settings.

**Webbing Activities:**

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

b. Employ fundamental movement skills (Basic skills that are necessary to improve performance.) in various settings.

**Webbing Activities:**

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

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

a. Apply specific direction and force to manipulative skills.

**Webbing Activities:**

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

b. Incorporate basic offensive and defensive strategies (i.e., one on one, arms out for balance on the balance beam, alignment of players in volleyball, etc.) 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, 4, 5, 6**

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

a. Work cooperatively and productively with a partner or in a group setting.

**Webbing Activities:**

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

b. Accept and respond to winning and losing with dignity and understanding.

**Webbing Activities:**

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

c. Share and appreciate different cultural, national, or ethnic activities or games.

**Webbing Activities:**

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

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

a. Express enjoyment while participating in physical activity.

**Webbing Activities:**

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

b. Recognize personal challenges and experiences in physical activities.

**Webbing Activities:**

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

c. Encourage interaction with peers while performing physical activities.

**Webbing Activities:**

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



## Science Competencies:

The Competencies for the Fourth 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 Fourth Grade.

## Social Studies Competencies:

The competencies for the Fourth Grade are in **Mississippi Studies**. 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 Fourth Grade.



# Dance Competencies:

## CONTENT STRANDS:

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

## COMPETENCIES and Suggested Teaching Objectives:

### 1. Demonstrate a basic understanding of movement skills. (CP, CA)

- a. Employ proper alignment in weight transfers while performing and creating 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 with and without locomotor movements in various directions and pathways.

#### **Webbing Activities:**

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

### 2. Demonstrate a problem-solving experience integrating kinesthetic awareness of movement. (CP, CA)

- a. Use improvisational skills to problem-solve through assembling or sequencing movement and creating new movement.

#### **Webbing Activities:**

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

- b. Discuss and justify own movement choices and evaluate movement choices presented by others.

#### **Webbing Activities:**

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

3. Apply elements of dance to movement studies. (CP, CA)

a. Explore one or more elements of dance simultaneously: space, time, shape and energy through improvisation.

**Webbing Activities:**

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

b. 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, analyze, and compare movement with guided criteria. (CP, CA, A)

a. Formulate and sequence movement that includes various energies, shapes, and transitions.

**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 partners or rhythmic accompaniment.

**Webbing Activities:**

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

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

- a. Relate to how dance is used in various cultures as a celebration of life experiences.

**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 diverse meaning, creation, and beauty of dance.  
(A)

- a. Perform dances to communicate personal meaning.

**Webbing Activities:**

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

- b. Develop self-awareness and confidence through dance.

**Webbing Activities:**

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

7. Translate the connections between dance, other disciplines, and everyday life.  
(A, C)

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

**Webbing Activities:**

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

b. Employ use of the arts in daily life.

**Webbing Activities:**

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



# Theatre Arts Competencies:

## 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 activity #3, 4, 5; Writing activity #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 activity #8; Physical Education activity #1, 2, 3; Theatre Arts activity #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 activity #8; Physical Education activity #1, 2, 3; Theatre Arts activity #1, 2, 5**

3. Design by visualizing and arranging environments for classroom dramatizations. (CP, HC, C, A)

- a. Know the technical theatre elements of sound, props, lighting, makeup, costumes, scenery, and stage management in formal and informal dramatic presentations.

**Webbing Activities:**

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

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

a. Demonstrate knowledge of basic blocking and stage areas.

**Webbing Activities:**

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

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

**Webbing Activities:**

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

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

**Webbing Activities:**

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

d. Demonstrate various ways of staging classroom dramatizations.

**Webbing Activities:**

**Theatre Arts activity #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 Activities:**

**Language Arts #8; Theatre Arts activity #6**

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

**Webbing Activities:**

**Theatre Arts activity #6**

- c. Recognize the consequences of artistic choices.

**Webbing Activities:**

**Theatre Arts activity #6**

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

**Webbing Activities:**

**Theatre Arts activity #5, 6**

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

**Webbing Activities:**

**Theatre Arts activity #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 activity #8; Theatre Arts activity #2, 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 activity #8; Theatre Arts activity #3, 5, 6**

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

**Webbing Activities:**  
**Theatre Arts activity #6**

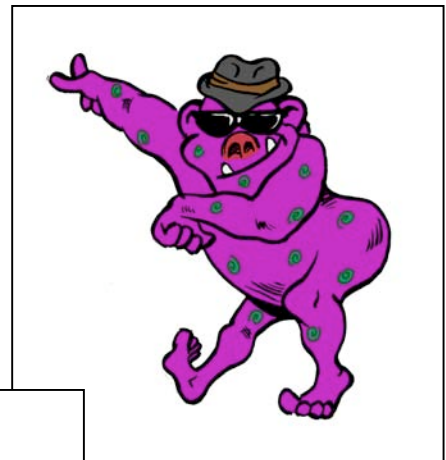
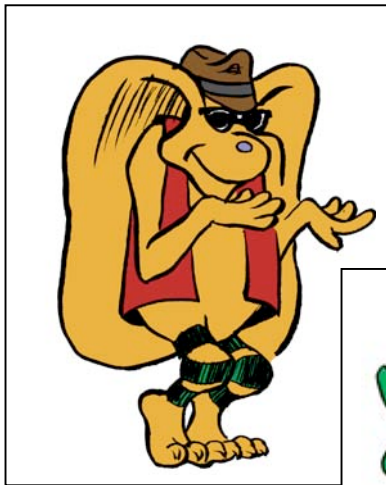
9. Experience theatre and relate to various arts and everyday life. (C, CA)

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

**Webbing Activities:**  
**Theatre Arts activity #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 Activities:**  
**Theatre Arts activity #6**



# Visual Arts Competencies:

## CONTENT STRANDS:

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

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

## COMPETENCIES and Suggested Teaching Objectives:

1. Know the differences between a variety of media and processes and use them to create works of art that communicate ideas. (CP)

a. Demonstrate ability to fulfill responsibilities in a cooperative manner within a group with little guidance from the teacher.

### Webbing Activities:

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

b. Know how to practice safety, recycling, and conservation in the use of tools, materials, and equipment while creating original works of art.

### Webbing Activities:

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

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

### Webbing Activities:

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

d. Know how to select media, tools, and techniques to communicate intended purpose and meaning.

### Webbing Activities:

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

2. Know how to use the elements of art and principles of design through media,

techniques, and processes to communicate ideas, actions, and emotions.  
(Elements — color, line, shape and form, texture, value, space; Principles — balance, rhythm, repetition, unity, contrast, proportion, emphasis, and movement)  
**(CP)**

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

**Webbing Activities:**

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

- b. Know ways to achieve emphasis in a work of art.

**Webbing Activities:**

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

- c. Recognize that line quality can add meaning to work.

**Webbing Activities:**

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

- d. Recognize the elements of art and principles of design in works of art (e.g., line, two-dimensional shape, three-dimensional form, color, texture, value, and space).

**Webbing Activities:**

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

- e. Use symmetrical and asymmetrical balance in creating art.

**Webbing Activities:**

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

- f. Select subject matter, symbols, and ideas to communicate meaning.

**Webbing Activities:**

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

- g. Know the difference between tactile and visual textures

**Webbing Activities:**

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

- h. Know how to produce tints, shades, and tones.

**Webbing Activities:**

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

- 3. Know that the use of various media, techniques, and processes result in different effects in works of art. (CP)

- a. Understand why certain colors are used to evoke emotional responses.

**Webbing Activities:**

**Visual Arts activity #4, 9, 11, 12, 15**

- b. Recognize and employ techniques used to create actual or implied texture (e.g., roughness or smoothness).

**Webbing Activities:**

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

- c. Describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to creation of art.

**Webbing Activities:**

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

- 4. Develop perceptual skills and use visual arts vocabulary while creating and studying works of art. (CA)

- a. Utilize art vocabulary (e.g., color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique media, techniques, and processes in the environment and daily activity.

**Webbing Activities:**

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

- b. Develop observation skills through concentration and focus.

**Webbing Activities:**

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

- c. Know the differences among visual characteristics and purposes of art in order to convey ideas.

**Webbing Activities:**

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

5. Recognize critical processes in the examination of works of art and design. (CA)

- a. Know how to use reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork with fluency.

**Webbing Activities:**

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

- b. Recognize critical processes that are both knowledge-based and personal appraisals (e.g. objective and subjective).

**Webbing Activities:**

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

- c. Justify opinions about the merit of a work of art and design.

**Webbing Activities:**

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

6. Recognize roles, functions, and purposes of artists, works of art, and visual arts careers in cultures, times, and places. (HC)

- b. Understand there are various purposes for creating works of visual art.

**Webbing Activities:**

**Visual Arts activity #9, 15, 16**

8. Know that the characteristics of works of art and design differ in relation to culture, time, and place. (HC)

a. Know that there are differences and similarities among works of art and design from different cultures, times, and places.

**Webbing Activities:**

**Visual Arts activity #9, 15**

d. Describe how people's experiences influence the development of specific artworks.

**Webbing Activities:**

**Visual Arts activity #9, 15**

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

a. Compare multiple purposes for creating works of art.

**Webbing Activities:**

**Visual Arts activity #9, 15**

10. Know that people respect, value, and derive meaning from art differently. (A, CA)

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

**Webbing Activities:**

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

b. Know that artwork has different meanings for different people.

**Webbing Activities:**

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

c. Recognize that good artwork does not necessarily evoke positive responses from the viewer.

**Webbing Activities:**

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

- d. Differentiate ways that works of art and design communicate ideas, actions, and emotions.

**Webbing Activities:**

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

- f. Exhibit respect for own work as well as the work of peers and other artists

**Webbing Activities:**

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

**11. Recognize that visual arts concepts and skills are integrated with knowledge in other subject areas for use in everyday life. (C)**

- a. Understand ways that the visual arts are used as part of everyday life.

**Webbing Activities:**

**Visual Arts activity #16**

