



Overview:

Adventures of a storybook can teach us about the writing process. By moving in different ways through this story we can learn about punctuation and muscles at the same time. How neat!

Lesson:

Elements of sentence structure implemented in writing.

National Standard(s) Addressed:

#6 Applying Knowledge - Students apply knowledge of language structure, e.g., sentence structure, punctuation.

Goals:

Performance

Students will identify the various elements of sentence structure.

Cognitive

Students will understand the influence punctuation has on the meaning of writing.



Affective

Students will appreciate the effect sentence structure and punctuation can have on a story.

Pre Teach Vocabulary

Sentence Structure - A group of words that express an idea.

Punctuation - Different marks used in writing.

- **Comma** - Used to separate words.
- **Exclamation Point** - Used to show excitement.
- **Question Mark** - Used at the end of a sentence that asks a question.

My Ideas:

Activate Prior Knowledge

Show students a page from a large print book. Ask students to identify the different marks they see on the page. Call upon different students to write the marks on the board. Give a brief explanation of each type of punctuation mark listed. Read several sentences and exemplify the purpose of each punctuation mark as you read aloud to the class.

Assess and Think Critically

Ask students to recall the different elements of writing they learned during their trip into the story book. Ask students to make up sentences using different punctuation marks. Point out how sentence structure and punctuation can tell a story.



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Adventures of a storybook can teach us about the writing process. By moving in different ways through this story we can learn about punctuation and muscles at the same time. How neat!

Lesson:

Muscle Identification

National Standard(s) Addressed:

#4 Physical Fitness - Achieves and maintains a health-enhancing level of physical fitness.

Goals:

Performance

Students will perform a variety of movements/activities that require the use of various muscles in the body.

Cognitive

Students will identify muscles used to perform various activities/movements.

Affective

Students will value the importance of using muscles to achieve physical fitness.

Pre Teach Vocabulary

Upper Body - The top portion of the body that includes the waist, upper stomach (abdomen), chest, arms, shoulders, neck, head and back.

Lower Body - The bottom portion of the body that includes hips, thighs, knees, legs and feet.

Activate Prior Knowledge

If possible, display a large simplified diagram of the human body (muscle model). Start off by stating that there are over 600 muscles in the body. Today, students will identify the following muscles: biceps (front of upper arm), triceps (back of upper arm), deltoids (shoulders), abdominals, quadriceps (large muscle



group above knee) and calf muscles, (the round part at the back of the leg below the knee). Ask students to point to the location of the muscle you name.



Assess and Think Critically

Write the following activities/movements on the board. Ask students to identify the portion of the body (upper or lower), as well as the muscles used to perform the specific activity/movement:

Turning the pages of the great big heavy book-*Upper body-biceps, triceps, deltoids*

Stepping right & left-*Lower Body-quadriceps, calves*

Hopping like a kangaroo-*Lower body-quadriceps, calves*

Hopscotch-*Lower body-quadriceps, calves*

Jumping-*Lower body-quadriceps, calves*

Climbing a long rope-*Upper body-biceps, triceps, deltoid*

Flying out of the book-*Upper body-deltoids*