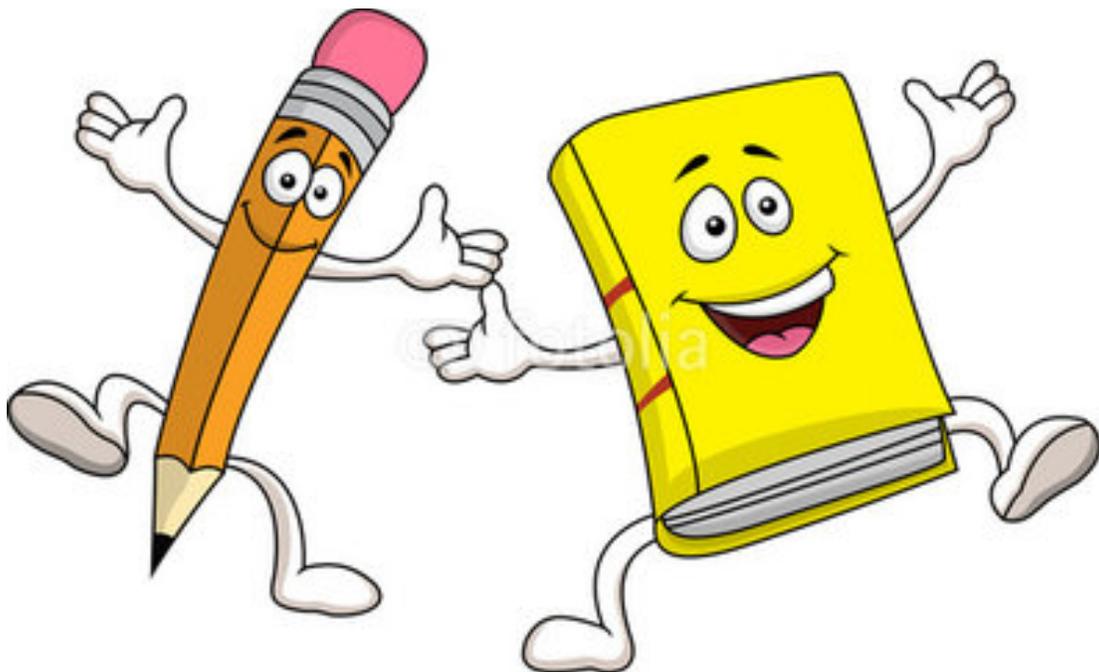
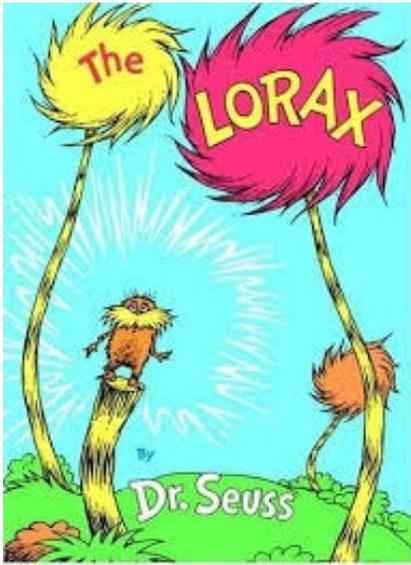


# Moving Through Language Arts



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# The Lorax Game

A fitness or dribbling skill game

**Background:** *The Lorax* is the classic Dr. Seuss children's book which has a strong ecological theme designed to teach the reader that they have an impact on the environment. In it the Onceler learns that protecting trees is important and that he should have listened to the Lorax before it was too late.

I strongly recommend reading the story with your children either in class, by making a special appearance in their classroom, or by having the classroom teacher read the book before the game is played.

**Equipment:** This game uses cones. 3-5 per player for best results. It also uses Basketballs when played as a dribbling skill game.

**The Game:** The Game is actually the classic game of Builders & Bulldozers. One team (The Onceler's Team) attempts to knock all the cones down. The other team (The Lorax's Team) picks the cones back up. To represent that it is more difficult to grow a tree than to chop it down the students who are on the Lorax's Team must perform an exercise and shout "GAZZUMP" before they may pick up the cone. (In the story The Lorax shouts GAZZUMP when he first appears popping out of the stump of a chopped down Truffula Tree)

Each round starts with the teacher speaking the phrase: "Everyone Needs A Thneed!" and Each round ends with the teacher speaking the phrase: "I am the Lorax, I speak for the trees, sit crisscross with your hands on your knees."

At this time you will count the cones standing/fallen and determine the winner of the round and discuss the outcomes. Play the first two rounds without any discussion. Simply encourage the children to play hard. Between the second and third rounds discuss what happens when the trees start vanishing in the book (discuss what happens to the the Brown Barbaloots, the Humming Fish, and the Swommy Swans).

Give the players a choice of their team in the third round but encourage them to think about the environment. The idea is to have all of the cones standing in the end.

The players may need a fourth or fifth time to catch on to the idea that trees are important. Reinforce the moments in the story where the animals have to go for various reasons.

**Variations:** When playing the game for dribbling skills make sure that the players continue to dribble when knocking down or picking up cones. You can have the Lorax's team use their non dominant hand to increase difficulty.



# The Lorax Game

A fitness or dribbling skill game

## Common Core Standards Met:

Kindergarten	First Grade	Second Grade
ELA.K.RF.2.a ELA.K.SL.2 ELA.K.RI.1 ELA.K.RL.1 ELA.K.RL.2	ELA.1.RL.1 ELA.1.RL.2 ELA.1.RL.3 ELA.1.RL.4 ELA.1.RI.3 ELA.1.SL.2	ELA.2.RL.2 ELA.2.RL1 ELA.2.RI.1 ELA.2.RI.8 ELA.2.SL.2

### Kindergarten:

- ELA.K.RF.2:** Demonstrate understanding of spoken words, syllables and sounds (phonemes)  
**a.** Recognize and produce rhyming words
- ELA.K.SL.2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
- ELA.K.RL.1:** With prompting and support, ask and answer questions about key details in a text.
- ELA.K.RL.2:** With prompting and support, retell familiar stories, including key details.

### First Grade:

- ELA.1.RL.1:** Ask and answer questions about key details in a text.
- ELA.1.RL.2:** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- ELA.1.RL.3:** Describe characters, settings, and major events in a story, using key details.
- ELA.1.RL.4:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- ELA.1.RI.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- ELA.1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### Second Grade

- ELA.2.RL2:** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- ELA.2.RI.1:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- ELA.2.RI.8:** Describe how reasons support specific points the author makes in a text.
- ELA.2.SL.2:** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**Other Notes:** Depending on how you discuss the book with the students more content standards can be met. Keep a copy of the book handy and refer to the pictures and text when talking to the students. Also have the students take note of the illustrations and what happens to the color as more trees are removed from the story. All students should understand the moral of the story, and all students should be able to talk about the facts and details of the story. The older your students, the more in-depth you can get into the structure of the text and the depth of the theme.



## A Fill-In The Blanks Relay Game

**Background:** Mad Libs is the classic pen and pencil game where players fill in empty blanks with a specific type of speech (noun, verb, adjective, adverb etc.) Players fill in the blanks without knowing where in the text the words fit, thus creating silly and unique sentences.

**Equipment:** This game uses whatever type of relay obstacles you choose, as well as pages from any Mad Libs Book.

**The Game:** Players from each team take turn running an obstacle course. When completed each player will fill in a blank with the appropriate word based on their required part of speech. Once all teams have completed their Mad Lib, they will share their creation with their classmates.

**Variations:** Use the same set up but replace Mad Libs with a diagram of the human body and have your students appropriately label the diagram by filling in the blanks.

### Common Core Standards Met:

Second Grade	Third Grade	Fourth Grade	Fifth Grade
ELA.2.L.1	ELA.3.L.1	ELA.4.L.1	ELA.5.L.1

### Second Grade

- ELA.2.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns (e.g., *group*).
  - Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - Use reflexive pronouns (e.g., *myself, ourselves*).
  - Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
  - Create readable documents with legible print. (CA)

### Third Grade

- ELA.3.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - Form and use regular and irregular plural nouns.
  - Use abstract nouns (e.g., *childhood*).
  - Form and use regular and irregular verbs.
  - Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - Ensure subject-verb and pronoun-antecedent agreement.

**ELA.3.L.1 (con't):**

- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.
- j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. (CA)
- k. Use reciprocal pronouns correctly. (CA)

**Fourth Grade**

- ELA.4.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use interrogative, relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*). (CA)
  - b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
  - c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - e. Form and use prepositional phrases.
  - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
  - h. Write fluidly and legibly in cursive or joined italics. (CA)

**Fifth Grade**

- ELA.5.L.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
  - b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
  - c. Use verb tense to convey various times, sequences, states, and conditions.
  - d. Recognize and correct inappropriate shifts in verb tense.
  - e. Use correlative conjunctions (e.g., *either/ or, neither/nor*).



# Movement Challenge Game

**Background:** The Scrabble Movement Challenge Game is designed to help kids with spelling and math skills while also keeping them moving.

**Equipment:** This game uses 1-3 sets of Scrabble tiles, a bucket, activity cards/slips and/or cones for a relay race course.

**The Game:** Players from each team take turns running an obstacle course to obtain a “Skill Card.” When a skill card is acquired the player returns to his/her team where the entire team performs the activity. After all members of the team have performed the activity they may acquire a Scrabble tile.

Teams will use their acquired Scrabble tiles to spell as many words or phrases as possible. Words must be created using the crossword style format made famous in the Scrabble board game.

At the end of the round have the students tally their scores using the points listed on each letter. Subtract any points for unused letters. The team with the most points from their words wins.

**Variations:** The Scrabble Movement Challenge Game has many variations. You can have your students count total tiles rather than point scores. You can also have your students spell specific health related words to increase their health and wellness knowledge-base.

## Common Core Standards Met:

Third Grade	Fourth Grade	Fifth Grade
ELA.3.RF.3 ELA.3.L.2.f	ELA.4.RF.3 ELA.4.L.2.d	ELA.5.RF.3 ELA.5.L.2.e

### Third Grade

**ELA.3.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA

- a. Identify and know the meaning of the most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multi-syllable words.
- d. Read grade-appropriate irregularly spelled words.

**ELA.3.L.2.f** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

### Fourth Grade

**ELA.4.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.



## Movement Challenge Game

### Fourth Grade (cont.)

**ELA.4.L.2.d:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Spell grade-appropriate words correctly, consulting references as needed.

### Fifth Grade

**ELA.5.RF.3:** Know and apply grade-level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter- sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**ELA.5.L.2.e:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e. Spell grade-appropriate words correctly, consulting references as needed.



# Storybook Yoga

## A Moving Book Report

**Background:** Storybook Yoga is a great way to incorporate your student's reading, writing, and comprehension skills. It will introduce or reinforce the skills students will need to pull out text to back up their ideas during book reports, as well as teach the kids how to work co-operatively in a group to create a yoga routine. This activity is great if your students are all

reading the same book in class, or you can just use any short story you choose. This activity is primarily for fourth and fifth grades but can be adapted for younger or older students.

**Equipment:** This activity requires pen & paper as well as yoga mats and/or a soft surface for students to practice and perform their poses, and a clipboard or other hard surface for the students to write on.

**Activity:** Students will work co-operatively to create a yoga routine that spotlights specific events in a story or text. They will use the attached storyboard worksheet to help design the routine. The storyboard must include a drawing (stick figure) of the yoga pose as well as a written description of the pose and how it relates to the story. The students will then practice their routine until it can be smoothly performed for the entire class.

### Common Core Standards Met:

Fourth Grade	Fifth Grade
ELA.4.RL.3	ELA.5.RL.3
ELA.4.RL.7	ELA.5.RL.5
ELA.4.RI.2	ELA.5.RI.1
ELA.4.RF.4	ELA.5.RF.4
ELA.4.W.2	ELA.5.W.2
ELA.4.SL.2	ELA.5.SL.2

### Fourth Grade

**ELA.4.RL.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

**ELA.4.RL.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

**ELA.4.RI.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**ELA.4.RF.4** Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Storybook Yoga

## A Moving Book Report

### Fourth Grade (cont.)

- ELA.4.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
- ELA.4.SL.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

### Fifth Grade

- ELA.5.RL.3:** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- ELA.5.RL.5:** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- ELA.5.RI.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- ELA.5.RF.4:** Read with sufficient accuracy and fluency to support comprehension.
- Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- ELA.5.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - Provide a concluding statement or section related to the information or explanation presented.
- ELA.5.SL.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

# Storybook Yoga

## Draw and Describe Worksheet



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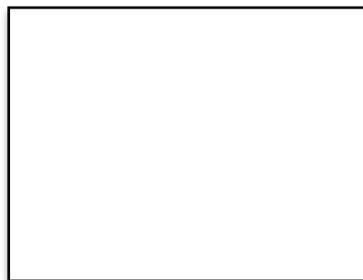
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