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**A LOHA**

***ACTIVE LEARNING ORCHESTRATES HIGHER ACHIEVEMENT***



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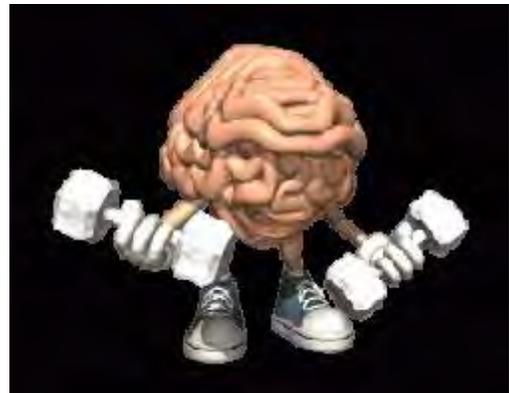
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# GOALS

Students today have become complacent about exercise and physical movement. Except for their thumbs, as they communicate via text messaging, they engage in very little physical activity. Additionally, due to budget cuts, many schools have eliminated physical education classes and expect academic teachers to incorporate physical activities in their own curriculums. Studies have shown that the teenage obesity rate is increasing at an alarming rate and research states that adolescents need to physically move at a frequency rate that is equal to their age. This means that an 11-year-old student should physically move every 11 minutes! It's no wonder that students find it difficult, and at times impossible, to sit still during a 55-minute class period.

This project is designed to include physical movement in an academic setting, not only to provide some amount of exercise, but to also motivate students to perform better on their academic tasks. Physical activities are included in the curriculum on a regular basis, either as part of a lesson or as an incentive to those who successfully completed projects or assessments. Physical movement will stimulate their bodies as well as their brains!



# STATE STANDARDS

Standard Code	Standard
LAFS.6.RL.1.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LAFS.6.RL.1.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
LAFS.6.RL.2.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
LAFS.6.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
LAFS.6.W.1.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LAFS.6.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LAFS.6.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.6.W.2.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.6.W.2.6	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
LAFS.6.W.4.10	Write routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
LAFS.6.SL.1.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LAFS.6.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
LAFS.6.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LAFS.6.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LAFS.6.L.3.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



# OBJECTIVES

Students will:

- Understand the goals and purpose of the project.
- Brainstorm reasons why students lose attention in class.
- Understand all parts of speech through direction instruction, peer collaboration, and individual practice.
- Write creative sentences correctly using the parts of speech and Standard English conventions.
- Understand the elements of literature.
- Write creative short stories correctly using paragraphs, complete sentences, and Standard English conventions.
- Participate in group activities that involve physical movement.
- Work cooperatively in small groups to master assigned tasks.
- Follow all verbal directions during large group physical activities.
- Become motivated, through participation in physical activities, to achieve higher scores on classroom and standardized assessments.
- Celebrate success in appropriate ways.



# COURSE OUTLINE

- Large group discussion to present to the students the goals and purpose of the project
- Brainstorming reasons why students become inattentive in class
- Parts of Speech Instruction
- P.T. - Learning Verbs Through Physical Training
- Seat Scramble to complete class work
- Group Sentence Creation
- Parts of Speech Bowling
- Elements of Literature Instruction
- Beach Ball Literature
- Story Creation Through Rotation
- Test Performance Incentive
- Project Evaluation



# LESSON PLANS

## **INTRODUCTION**

Objectives: Students will understand the purpose, goals and objectives of the project.

Students will brainstorm reasons why they become inattentive in academic classes.

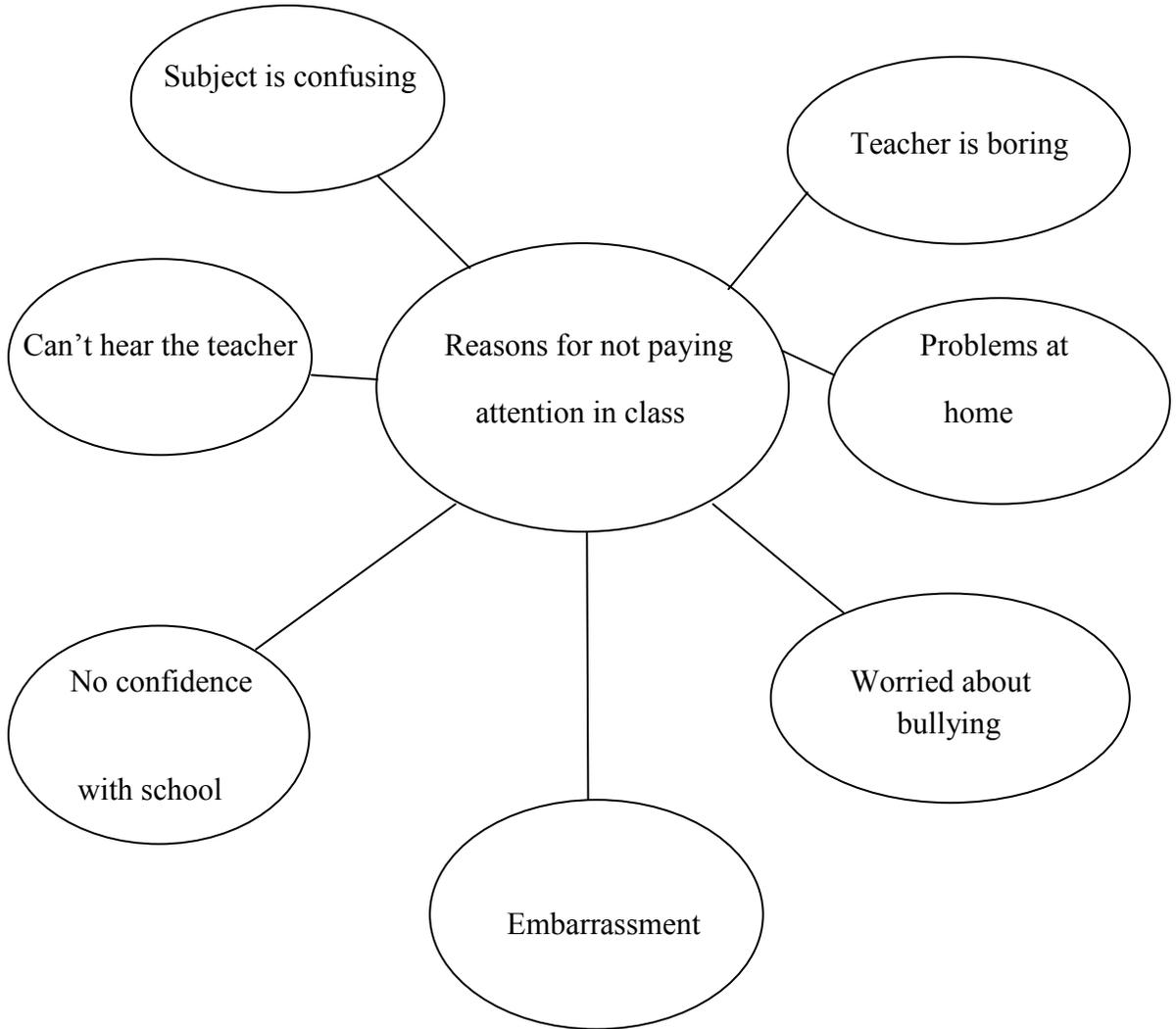
Activities:

1. To introduce the project, the teacher should dress in some type of Hawaiian attire; either a hula skirt, printed top, or a Hawaiian lei.
2. Explain the purpose, goals, and objectives of the project to the students. This will help them to understand why certain activities will be done in class.
3. Through large-group discussion, have the students brainstorm reasons why they become inattentive in academic classes. Place these ideas on the board or overhead in the form of a web.
4. Share the research and statistics with the students that show students need to move as frequently as the number of years in their age; for example, an 11 year-old child should move every 11 minutes. Explain that with the amount of curriculum to cover, movement this frequently is not going to be possible, but the project is designed to have the students move in class more than usual.

Evaluation: Students will be evaluated by their participation in the large-group discussion.



***SAMPLE WEB***



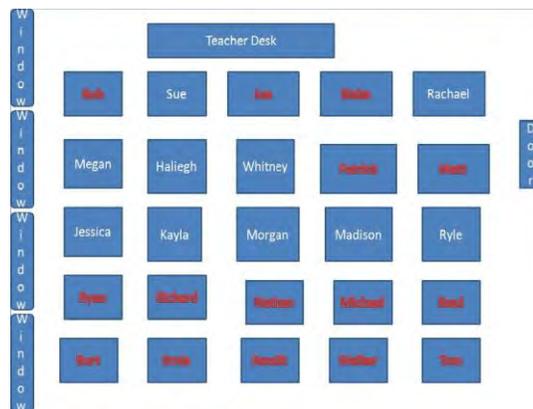
## **SEAT SCRAMBLE**

Objective: Students will follow oral directions in class and move to another seat when directed. This movement will allow them to have some physical activity and give them a different perspective in the classroom.

Activity:

1. At a random point in the lesson, instruct students to collect their belongings and move to a different seat in the room.
2. Give students time to complete the task and then continue with the lesson.

Evaluation: Students are evaluated on their cooperation with the oral directions and the way they settle into their new seat to continue with the lesson.



## **PARTS OF SPEECH**

**Objectives:** Students will be able to identify the eight parts of speech in sentences.

Students will be able to compose sentences correctly using the eight parts of speech.

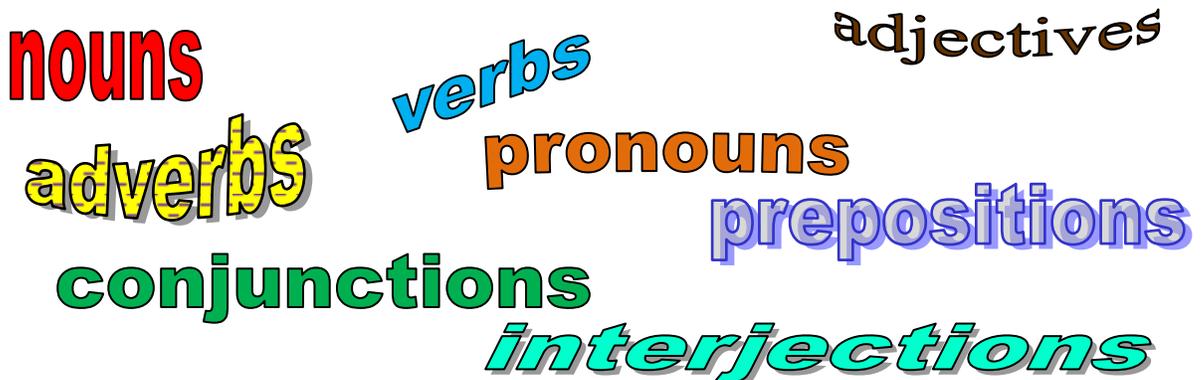
**Activities:**

1. Introduce each of the eight parts of speech (nouns, verbs, adjectives, adverbs, prepositions, pronouns, conjunctions, and interjections) individually through large-group instructions.
2. Use the textbook, *Collections*, and have students label the parts of speech in sentences.
3. Have students find parts of speech in written stories and articles.
4. Assign students the task of composing sentences using the parts of speech correctly.
5. Test the students' understanding of all of the parts of speech through the use of a written test.

**Note:** These lessons will take several days to cover, depending on the level of the students and their prior knowledge of the parts of speech.

**Evaluation:** Students will be evaluated by their ability to accurately complete the assigned tasks.

After all parts of speech are taught, students' knowledge will be evaluated by the use of a written test in which the parts of speech are correctly identified.



## **P.T. – LEARNING VERBS THROUGH PHYSICAL TRAINING**

Objective: After the lesson on verbs, students will learn the state of being verbs through physical movement and chanting, much like in the military.

Activities:

1. Take the class outside for this exercise. Have students line up in six rows of four students each (or whatever configuration works for the number of students in the class).
2. Lead the students around the campus or track area, having them repeat your chants to help them learn the state of being verbs (am, is, are, was, were, be, being, been).

For example, the chant could be:

Teacher:	“am, is, are, was, were”	Students:	“am, is, are, was, were”
Teacher:	“be, being, been”	Students:	“be, being, been”
Teacher:	“sound off”	Students:	“sound off”
Teacher:	“one, two”	Students:	“one, two”
Teacher:	“three, four”	Students:	“three, four”
Teacher:	“one, two”	Students:	“three, four”

3. Use other available resources for additional movement activities for students.
4. Have students create new chants using other parts of speech or vocabulary words to use while marching.

Evaluation: Students are evaluated on their participation in the physical training drills and their knowledge of the state of being verbs.



## **GROUP SENTENCE CREATION**

Objective: Students will be able to work cooperatively to create sentences when given a random selection of letters.

Activities:

1. Have students form groups of 3 or 4 students or assign students to groups based on their ability levels.
2. Distribute dry erase boards or chart paper and markers to each group.
3. Randomly distribute 4 or 5 letters to each group.
4. Groups are to work cooperatively and compose a sentence that contains words that start with the letters they have been given and to write their sentence on the dry erase board or chart paper.
5. Have each group display their sentences.
6. Check sentences for accuracy in meaning, subject-verb agreement, capitalization, punctuation, and spelling.

Evaluation: Students will be evaluated based on their cooperation within their group, as well as the sentences their group composed.



## **PARTS OF SPEECH BOWLING**

Objective: Given random parts of speech, students will work together in groups to compose sentences correctly using the parts of speech and standard English conventions.

Students will participate in group activities that involve physical movement.

### Activities:

1. Obtain a bowling set and label the pins with different parts of speech.
2. Divide the students into groups of three or four or allow them to create their own groups.
3. Using the hallway or an open space in the classroom, set up the bowling pins.
4. Have a member of each group take a turn bowling. Once pins have been knocked down, have the group record the parts of speech that appear on those pins.
5. Group members then work together to create a meaningful sentence that contains those parts of speech and record it on their group dry erase board or chart paper.
6. Have groups share their sentences with the rest of the class and have students determine if each group has used their parts of speech correctly.

Evaluation: Students are evaluated based on their participation in their group task and sentences are checked for accuracy in meaning, spelling, capitalization, and punctuation.



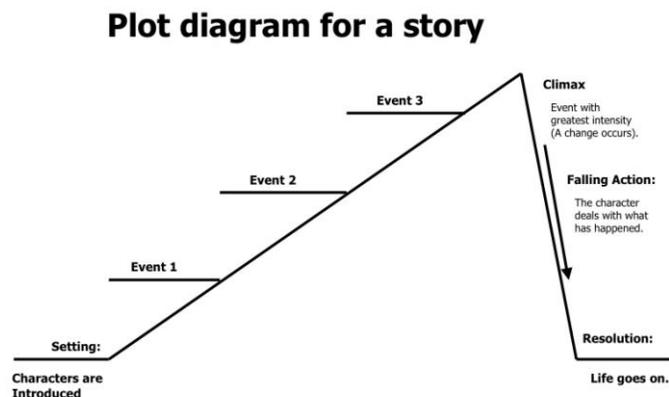
## **ELEMENTS OF LITERATURE**

**Objectives:** Students will understand the elements of literature and identify them in fictional stories and novels.

**Activities:**

1. Through large-group instruction, explain the elements of literature (plot, character, setting, theme, conflict, climax, resolution) and provide students with examples of each. (**Note:** This may take several class periods, depending on the students' background knowledge of literature and their ability levels.)
2. Use the textbook, *Collections*, as well as children's literature, for students to identify the elements of literature in fiction.
3. Have students identify the literature elements in novels of their choice.
4. For struggling students, elements of literature can also be found in feature-length films, such as *Frozen*. This activity may help visual learners better understand the concepts.

**Evaluation:** Students' knowledge of the elements of literature can be evaluated using a teacher-made test, or through the use of book projects or oral presentations.



## **BEACH BALL LITERATURE**

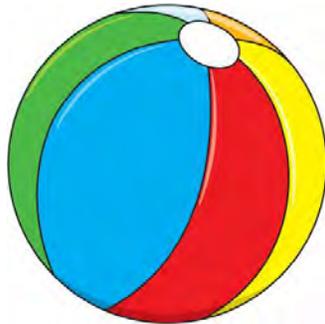
Objectives: Students will work cooperatively to create short stories that contain all of the elements of literature: plot, setting, theme, characters, conflict, climax, and resolution.

### Activities:

1. Have students form groups of three or four.
2. Obtain a large beach ball that has the elements of literature printed on it, or create your own.
3. Have students pass the ball around the room while music is playing.
4. Stop the music and the person holding the beach ball needs to be responsible for the part of the story that they are touching at that moment.
5. Continue with the music and the passing of the beach ball until every student has a role in the story creation.
6. Give groups time to compose their stories. This may require several class periods, depending on the students' ability levels.
7. Have groups designate one member to be responsible for typing the final version of the story.

Evaluation: Students will be evaluated based on their participation in the physical activity, and their participation and cooperation with their group.

Final stories will be evaluated based on a teacher-created rubric.



## **STORY CREATION THROUGH ROTATION**

**Objective:** Students will use their knowledge of story elements and their creativity to compose parts of several stories.

**Activities:**

1. Explain to the students the order in which they will rotate their seats when instructed to do so.
2. Have each student start a fictional story, using the opening words, “Once upon a time...” Instruct students that their job in starting a story is to introduce the main character, choose the setting, and begin the plot. Remind students that their story must be original and not a take-off on any story that has been previously published.
3. After giving students approximately 20 minutes to write, call “time” and instruct them to move to the seat behind them, with the student in the last seat in the row moving up to the first seat.
4. Students are to then read what has been written in the story in front of them and add to it. Instruct them to continue the plot and possibly introduce new characters. If the story does not have a conflict yet, instruct students to include one in the portion that they write.
5. After approximately 20 more minutes, have the students rotate again according to the pattern and continue another story.

**Note:** The teacher can decide if this lesson will continue to subsequent class periods to give students time to include a climax and resolution to their stories, and whether to have students type the stories in final form.

**Evaluation:** Students are evaluated on their participation in the lesson.

Stories are evaluated using a teacher-created rubric.



## **TEST PERFORMANCE INCENTIVE/CELEBRATING SUCCESS**

**Objective:** Students will become motivated, through participation in physical activities, to achieve higher scores on classroom and standardized assessments.

Students will celebrate success in appropriate ways.

### **Activities:**

1. Purchase a Little Tykes basketball hoop for use in the classroom or arrange to take your class to the gym.
2. Remind students the main rule of politeness when participating in any physical activity: to support each other regardless of each student's physical ability.
3. After major tests, allow students who achieved a passing score to shoot free-throws. Designate a point value for each basket that is made. These points can be used to raise the student's score on their test or as extra credit for report cards.
4. If using the gym, students can be divided into groups to use multiple baskets. Designate a student in each group, or enlist the help of peer counselors or parents, to keep track of each student's points. Whether using the gym or the classroom, students will need to wait patiently for their turn to shoot.

**Evaluation:** Since this is designed as a fun activity to allow every student to achieve success, students would only be evaluated based on their behavior in the gym or classroom while waiting for their turn to shoot.



## **PHYSICAL ACTIVITIES**

Objective: Students will participate in group activities that involve physical movement.

Activities:

1. Obtain a limbo set or make your own.
2. Explain the concept of doing the Limbo to the students in case they are not familiar with it.
3. Put on music and have the students do the Limbo in the class room or in the hallway.
4. As the Limbo pole is moved lower and lower, students who cannot make it under the pole are “out”.
5. The last student remaining can be declared the “winner” or awarded Extra Credit points.
6. Engage students in other activities that involve physical movement, such as line dancing, Follow the Leader, or Simon Says. Use the book, *85 Engaging Movement Activities*, for more physical activities (see Resource List).

Evaluation: Students are evaluated by their cooperation and participation in the Limbo activities.



## **PROJECT EVALUATIONS**

Objective: Given an anonymous survey, students will give honest feedback about the project.

Given a Rubric, teachers will evaluate the project.

### Activities:

1. Distribute the student survey and instruct students to complete it honestly and without putting their name on it.
2. Make the Rubric available to teachers who use the project for their own evaluation purposes.

Evaluation: Since the evaluations and Rubrics are needed to assess the success of the project and areas that need improvement, there is no formal assessment for completing these activities.



**STUDENT PROJECT EVALUATION (answers are confidential)**

**Do not put your name on this paper**

1. On a scale of 1 to 10, with 1 being the lowest and 10 being the highest, how would you rate the ALOHA project? \_\_\_\_\_

Why did you give the project that rating? \_\_\_\_\_

\_\_\_\_\_

2. Please rank the parts of the project from 1 – 5, with #1 as the activity you liked best; #2 the one you liked second best, etc. Give each activity only one number and do not repeat the numbers.

\_\_\_\_\_ Seat Scramble

\_\_\_\_\_ Learning about the Parts of Speech

\_\_\_\_\_ PT-Learning Verbs Through Physical Training

\_\_\_\_\_ Group Sentence Creation (with given letters)

\_\_\_\_\_ Parts of Speech Bowling

\_\_\_\_\_ Learning about Elements of Literature

\_\_\_\_\_ Beach Ball Literature

\_\_\_\_\_ Story Creation Through Rotation

\_\_\_\_\_ Test Performance Incentives (basketball free-throw)

\_\_\_\_\_ Physical Activities (Limbo, etc.)

3. What are your suggestions for improving the project, or do you think it was fine just as it was? Please be specific with your suggestions for improvement.

\_\_\_\_\_

\_\_\_\_\_

Thank you for your honest feedback!

**SAMPLE TEMPLATE FOR PROGRAM EVALUATION**  
**(for teacher's use)**

<b>School Improvement Goal(s)</b>	<b>Student Activities Related to the School Improvement Goals</b>	<b>Targeted Results or Outcomes of Student Activities</b>	<b>How Results or Outcomes Will Be Measured</b>	<b>Person Responsible</b>	<b>Time Frame</b>



# RESOURCE LIST

Item	Supplier	Cost
Hawaiian Leis 	Oriental Trading, Co.	\$8.00 per dozen
Flower Petals 	Oriental Trading, Co.	\$8.00 per dozen
Bowling Set 	Oriental Trading Co.	\$6.00
Limbo Kit 	Oriental Trading Co.	\$20.00
85 Engaging Movement Activities 	Motter's Music House, Inc Barnes and Noble Amazon	\$34.95 \$52.00 prices vary

<p>Little Tykes Basketball Hoop</p> 	Wal-Mart online	\$60.93
<p>Copy paper (if not provided by the school)</p> 	Office Depot	\$5.99 per ream
<p>Clipboards (for basketball free throws)</p> 	Dollar Tree	\$1.00 each
<p>Dry Erase Boards (for group activities)</p> 	Dollar Tree	\$1.00 each style (min. 24 per case)

<p>Beach Ball Literacy</p> 	<p>Carson-Dellosa</p>	<p>\$6.99</p>
<p>Magnetic Letters (note: paper letters can be made at school for no cost)</p> 	<p>Dollar Tree</p>	<p>\$1.00 per set</p>



***I HOPE YOU ENJOY MY PROJECT!***

***ALOHA!***

