

## CREATING AUTHORS: FROM THE GYM TO THE CLASSROOM

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### PK-K

#### Surprise Animal Box\*

- What animal did you pick? (noun = thing)
- How does your animal move? (verb = action)
- Say the sentence. "The horse galloped."
- Teacher could write sentence as they say it - if want.

Concepts	Parts of speech: noun (animal) and verb (action) Q&A may also elicit adjectives and adverbs Ex. What does your giraffe look like? (spotted = adjective) Ex. How does the giraffe run? (gracefully = adverb) Not naming parts of speech just setting it up for later Building sentence syntax: noun then verb
Supports	Oral teacher prompts: The elephant _____. The _____ carefully stepped over the log (on the way to the water hole).
Technology	Low tech: box with manipulatives or cards w/pictures of animals, words on whiteboard Medium tech: Spinning wheel app (Tiny Decisions) High tech: Smartboard – drag and pair animals and actions
K-1 Extension	Put words on task cards (animal name and action) and have students read the words aloud. Have students write simple sentences with noun and verb or drag and drop using Smart Notebook.
Equipment:	Surprise box, Animal cards, Spinning wheel apps, Smartboard, Smart Notebook software

The idea for the surprise box is from:

Morris, G.S. & Stiehl, J. (1999). *Changing Kids Games* (2nd ed). Champaign, IL: Human Kinetics.

### Grade 1

#### Educational Gymnastics Movement Sentence

- Teach movements like roll, transfer of weight, balance etc.
- Put together these elements in a gymnastics pass.
- Students start with the shape of the capitol letter of their first or last name.
- Perform a balance, choose several movements, and end with a controlled balance.
- Write simple sentence. (I can balance. Chris rolls.)
- Extension: Add adjectives, adverbs. (Tall Chris rolls fast.)
- Debrief: Have students act out sentences and ask those watching to pick out the action words and tie to PE academic vocabulary (roll, shape, transfer etc.)

Literacy Connection	Use parts of speech (academic language): <ul style="list-style-type: none"> <li>noun (person, capitalize names)</li> <li>actions (verbs)</li> <li>ending pose (punctuation pose)</li> <li>add adjectives and adverbs when students are ready</li> <li>syntax/sequencing</li> </ul> Debrief w/students identifying action words that tie to PE academic language (i.e. roll, balance, transfer of weight)
Supports	Sentence strip and Storyboard examples
Technology	Low Tech: dry erase sentence strips and paper storyboard Medium Tech: filming w/device High Tech: digital storyboard on device
Grades 2-5 Extension	Students create a short routine using a storyboard to write it down. Take storyboard to classroom to create a story or poem. Encourage expression/feelings in both words and actions.
Equipment:	Task Cards, Storyboards, Digital storyboard on device, Sentence strip

## Grade 2

### Playscape Adventure Story

- Create a movement pathway using a map of the Playscape and then add an adventure theme to it.  
OR
- Write a themed story and then add movements traversing the Playscape to fit the story.
- Have another group follow your map.

Literacy Connection	Sequencing – label actions 1, 2, 3 etc. Map reading. Story with beginning, middle and end.
Supports	Example map Green and red stickers to indicate start and stop. Use fill-in-the-blanks storyboard prompts: The name of our adventure is _____. We started at _____. Then we went to _____. And ended at _____.
Technology	Low tech: paper storyboard High tech: film action and then in classroom add voice over with story
Extension	Illustrate the story and create a class book.
Equipment	Playscape map, Sentence prompts for story. stickers

## Grades 3-4

### Jump Rope Rhymes and Story Poems

- Create a short chant (2-4 lines) with rhythm and/or rhyming words.
- Work in groups of 3-4 so that you have turners for long rope.
- Share with another group.

Literacy Connection	Rhythmic words, poetry, sequencing (putting counts etc. in chant), syntax
Supports	Provide example jump rope chants on cards to give students ideas.
Technology	Low Tech: Paper recording of chant High Tech: film routine w/device with turners saying chant or create voice recording and add still pictures or illustration (like narrated story board)
Extension	Create a rhythm that tells a story.
Equipment:	Jump ropes, cadence (background music or drum beat)

## Grades 4-6

### Themed Obstacle Course

- Small groups of students will create one portion of a class obstacle course using a theme (i.e. ninja warriors, ocean adventure, outer space mission)
- Emphasize use of prepositional phrases (over the bridge, onto the wall, etc.)
- Students select equipment from a pile or collect a designated bundle of equipment to use and then create a task card describing what to do in their segment of the obstacle course.
- In classroom, complete the story with a focus on the WHs: who, what, where, why, when  
Ex. Who: pirates; What: steal the treasure; Where: the island village; When: early morning before anyone is awake in the village; Why: to get rich; How: go over edge of ship, climb down ladder, get into boat, row to shore...(obstacle course actions)

Literacy Connection	Story telling with a theme – each group making part of the story. Write (task card), Speak (Explain to classmates), Listen (to classmates) Sequencing with variations – use of prepositional phrases Use of WH's (who, what, where, when, why, how).
Supports	Task card example. WH prompts posted. Suggested themes. Example story.
Technology	Low tech: paper task card High tech: video tape the action and add story with captions and voice-over
Equipment	Task card, equipment to use in obstacle course, video camera

## Grades K-5

### Action Figure Stories (Cool-down)

- Review how to make shapes with your body and how some of these shapes help stretch and relax your body.
- Have each student position an action figure (bendable) into a stretch pose.
- Put students in small groups and have them line up (sequence) their action figure to make a stretching routine that reads from left to right. Note: action figure = noun, stretching = verb.
- Action
  - Level 1: Students perform the movement sequence.
  - Level 2: Students describe their stretch shapes using similes and metaphors. Too young to connect with the words “simile” and “metaphor,” but old enough to create and share them verbally.
- Create a picture/story book. Young children can create a nonverbal version using stick figure drawings. Older children can create a book with photographs and text (teacher can assist with text as needed.) Or create a video with students staying their smiles and metaphors as they stretch.

Literacy Connection	Reading right to left. Nouns (action figures), Verb (stretching). Simile: compare 2 different things using “like” or “as” - Stretching like a rubber band. Metaphor: Stating that one thing is another thing. - My arms are the branches of a tree reaching up high into the sky.
Supports	Examples of similes and metaphors posted on wall or projected. Sample pictures of action figures in stretch poses. Task cards.
Technology	Low Tech: manipulatives (action figure/bendable), paper storybook High Tech: digital storybook w/photos, captions, voice and/or music video w/voice recording or voice-over, captions
Extensions	Use action figures for other fitness components (aerobic, muscular)
Equipment	- bendables, pipe cleaners and directions to make pipe cleaners into action figures (see Google slides), - video camera or device if video book - To make digital book use a website such as: <a href="http://www.storyjumper.com">www.storyjumper.com</a> The following YouTube explains how to make a book with this site ( <a href="https://youtu.be/RBj_371c5o4">https://youtu.be/RBj_371c5o4</a> )