

# LANGUAGE ARTS

## CLASSROOM ENERGIZERS



NAME OF ACTIVITY: **Active Alliteration**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE **6<sup>th</sup> grade: Reading Standards for Literature –**

OF STUDY OBJECTIVE 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

NUMBER:

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.

**Reading Standards for Informational Text –**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a 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.

3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Writing Standards –**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

**7<sup>th</sup> grade: Reading Standards for Literature –**

1. Cite several pieces of textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

**Reading Standards for Informational Text –**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

### **Writing Standards –**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
  - b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

### **8<sup>th</sup> grade: Reading Standards for Literature –**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

### **Reading Standards for Informational Text –**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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FORMATION:	Standing at desk with partners
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EQUIPMENT:	Paper and pencil
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RULES/DIRECTIONS:	<ol style="list-style-type: none"><li>1. Teacher reads a story or passage that contains alliteration.</li><li>2. Whenever the students hear alliteration they jog in place.</li><li>3. Students begin activity and continue for 30 seconds or until teacher resumes reading.</li></ol>
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VARIATIONS:	<ol style="list-style-type: none"><li>1. Have the students think of a physical activity that begins with the same letter of the alliteration. Example:<ul style="list-style-type: none"><li>• Samantha sat by the sea</li><li>• Students begin to swim</li></ul></li></ol>
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NAME OF ACTIVITY: **Airplane Prepositions**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE **6<sup>th</sup> and 7<sup>th</sup> grade: Speaking and Listening Standards –**

OF STUDY OBJECTIVE 6. Adapt speech to a variety of contexts and tasks, demonstrating command of  
NUMBER: formal English when indicated or appropriate.

**6<sup>th</sup> grade Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Use intensive pronouns (e.g., myself, ourselves).
  - c. Recognize and correct inappropriate shifts in pronoun number and person.\*
  - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
  - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
  - b. Spell correctly.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Vary sentence patterns for meaning, reader/listener interest, and style.\*
  - b. Maintain consistency in style and tone.\*
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., personification) in context.
  - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful)

### **7<sup>th</sup> grade Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

### **8<sup>th</sup> grade: Reading Standards for Informational Text –**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### **Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
  - b. Use the relationship between particular words to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

FORMATION: Standing at desk

EQUIPMENT: One sheet of paper per student

- RULES/DIRECTIONS:
1. Using notebook paper, students to create a paper airplane.
  2. Teacher decides how many students throw their planes at one time.
  3. Students throw the plane and monitor its path.
  4. Students describe and act out the flight of their plane using a prepositional phrase to a partner (e.g., “My plane flew over the desk and around the chair.”).
  5. Using the following movements, imitate the flight path for 10-15 seconds each.
    - Around – students spins around
    - Under – students squat
    - Over – students pretend to climb
    - Through – students pretend to swim or dive

- VARIATIONS:
1. Integration of math and science concepts can be used with this activity by figuring time, distance, and speed.

NAME OF ACTIVITY:	<b>Bring It On</b>
GRADE LEVEL:	6th
SUBJECT AREA:	Language Arts
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p><b>6<sup>th</sup> grade: Reading Standards for Informational Text –</b></p> <ol style="list-style-type: none"> <li>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a 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.</li> <li>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li> <li>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</li> </ol> <p><b>Writing Standards –</b></p> <ol style="list-style-type: none"> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</li> <li>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</li> </ol> </li> </ol>
FORMATION:	Standing at desks
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher reads aloud a book that contains sequencing such as <i>There Was An Old Lady Who Swallowed A Fly</i>, or students create their own story with sequencing.</li> <li>2. Teacher reads or creates the first line of the story. Students perform one set of a specified physical activity (i.e., 3 jumping jacks).</li> <li>3. Each time a new line or sentence is added to the story students add one movement to their routine. <ul style="list-style-type: none"> <li>• 3 jumping jacks</li> <li>• 3 jumping jacks + 4 leg lifts</li> <li>• 3 jumping jacks + 4 leg lifts + 5 twists</li> </ul> </li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Character education: traits, names, responsibilities, etc.</li> <li>2. Another great story to use with this activity is <i>Amy’s Promise</i>.</li> </ol>

NAME OF ACTIVITY: **Classroom Fables**

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GRADE LEVEL: 7th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER: **7<sup>th</sup> grade: Speaking and Listening Standards –**  
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.  
**Language Standards –**  
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
    a. Explain the function of phrases and clauses in general and their function in specific sentences.  
    b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  
    c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*  
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.  
    a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*  
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.  
    a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
    b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  
    c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  
    d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
    a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
    b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
    c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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FORMATION: Standing beside desks

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EQUIPMENT: None

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- RULES/DIRECTIONS:
1. The teacher reviews various sentence parts.
  2. The teacher lists various sentence parts on the chalk board, along with corresponding physical activities for each sentence part:
    - Article - hop on 1 foot 5 times
    - Noun - walk in place 5 paces
    - Verb - jog in place 5 steps
    - Adverb - touch elbow to knee 5 times
    - Adjective - 5 jumping jacks
    - Pronoun - 5 squats
    - Preposition - 5 knee lifts
    - Conjunction - 5 toe touches
  3. The student who sits in the first seat on the first row of desks says one word to begin a sentence (i.e., "The").
  4. All students complete the corresponding activity for that sentence part.
  5. The 2nd student in that row then adds another word (i.e., "green") and students complete the corresponding activity for that sentence part.
  6. This continues going down each row so that the class creates their own silly story, each student adding one word at a time to form a sentence.
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- VARIATIONS:
1. Could also be used in foreign language classes. Example from 7th grade class:  
Bob ate a rat with a pig foot that made a great stench. When Kelly was a little girl she did exercises regularly. So, they started doing things like dancing and singing and cooking chicken casseroles with macaroni and peas that were awesome to eat at dinner. Then we went home.

NAME OF ACTIVITY:	<b>Comparing and Contrasting</b>
GRADE LEVEL:	6th - 7th
SUBJECT AREA:	Language Arts
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p><b>6<sup>th</sup> grade: Reading Standards for Literature –</b>  1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  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.</p> <p><b>7<sup>th</sup> grade: Reading Standards for Literature –</b>  1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</p>
FORMATION:	Standing at desk
EQUIPMENT:	Movement Bank
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Ask students to stand at their desks.</li> <li>2. Teacher lists several activities from the Movement Bank on the board.</li> <li>3. Teacher makes a statement using language appropriate for comparing (e.g., "In <i>The Outsiders</i>, Ponyboy and Dallas are Greasers.") and contrasting (e.g., "In <i>The Outsiders</i>, the Socs and Greasers are from different worlds.").</li> <li>4. Students volunteer to identify whether the statement is comparing or contrasting.</li> <li>5. If the student answers correctly he/she will choose a movement for the entire class to perform. Students can create their own movement or choose one from the board.</li> <li>6. Students should perform the movement for 30 seconds, and then the next statement can be read.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Develop and refer to a Movement Bank for more examples of physical activities.</li> </ol>

NAME OF ACTIVITY: **Count Down to Review**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Students at desks

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EQUIPMENT: Chalkboard

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RULES/DIRECTIONS:

1. Class is divided in to at least four teams.
2. The teacher writes the name of an author on the chalkboard.
3. A student from each team races to the board when the teacher yells "GO" to fill in the title of a story or poem by the author.
4. Students only have 10 seconds to get their answer on the board.
5. Students not running to the board are jumping in place and clapping for the entire 10 seconds and counting aloud from 10 to 1.
6. The first team with the correct answer gets a point.

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VARIATIONS:

1. This can also be used to review any subject.
2. This activity can be made more difficult by using it to review vocabulary words, identify parts of speech, or correct grammatical errors.

NAME OF ACTIVITY: **Factual Chairs**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE **6<sup>th</sup> grade: Reading Standards for Literature –**

OF STUDY OBJECTIVE  
NUMBER:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**Reading Standards for Informational Text –**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a 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.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**7<sup>th</sup> grade: Reading Standards for Literature –**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

**Reading Standards for Informational Text –**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

**Speaking and Listening Standards –**

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

**8<sup>th</sup> grade: Reading Standards for Literature –**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**Reading Standards for Informational Text –**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Speaking and Listening Standards –**

2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

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FORMATION: Desks or chairs placed in one large circle or several small circles

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EQUIPMENT: Stations around the room with activity from the Movement Bank

**RULES/DIRECTIONS:**

1. Ask students to line up around the circle of chairs.
2. Students begin walking around the chairs as statements are made.
3. Teacher states factual information from the text (this could serve as a review).
4. When a false statement is made, students find a seat.
5. This should also be done as musical chairs by removing a chair each time. However, it is important to have activity stations throughout the room so there is no elimination, but review while at an activity station. (ex. once you lose a seat, you go to a station which has review questions and exercises as the other continue.) After each chair comes out, everyone can rejoin the game.
6. Repeat until review is complete.

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**VARIATIONS:**

1. This can be done with vocabulary. Teacher states word and gives definition. If definition is correct, students continue moving in the circle. If the definition is incorrect, students find a seat.

NAME OF ACTIVITY:	<b>Fictional Charades</b>
GRADE LEVEL:	6th
SUBJECT AREA:	Language Arts
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p><b>6<sup>th</sup> grade: Reading Standards for Literature –</b></p> <ol style="list-style-type: none"> <li>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>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.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</li> <li>7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.</li> </ol> <p><b>Reading Standards for Informational Text –</b></p> <ol style="list-style-type: none"> <li>1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a 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.</li> <li>3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> <li>5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.</li> <li>7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</li> <li>9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</li> </ol>
FORMATION:	Groups of 2 to 3
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Students should write or have written an expressive account (fictional or autobiographical).</li> <li>2. Students find a partner (teacher can pair students if necessary).</li> <li>3. Students identify 3 to 5 significant events from their narrative and act it out.</li> <li>4. Partners guess the gesture and offer input (i.e., is it appropriate for the story, does it need more detail, is it worded the way the student imitated it?).</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Students can do this activity when introducing inference.</li> <li>2. Have students come up to the front and act out a word that you give them (like charades) and other students guess the word: <ol style="list-style-type: none"> <li>a. Frightened</li> <li>b. Happy</li> <li>c. Confused</li> <li>d. Lucky</li> <li>e. Tired</li> <li>f. Angry</li> </ol> </li> </ol>

NAME OF ACTIVITY: **Guess Who**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE **6<sup>th</sup> grade: Reading Standards for Informational Text –**

OF STUDY OBJECTIVE  
NUMBER:

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a 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.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

**Writing Standards –**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").
  - b. Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

**7<sup>th</sup> grade: Reading Standards for Informational Text –**

1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

**Writing Standards –**

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - a. Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
  - b. Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**8<sup>th</sup> grade: Reading Standards for Informational Text –**

1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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FORMATION:	Standing at desks, assign students a number 1-4
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EQUIPMENT:	Colored index cards (2 colors) - On one set of cards, the teacher writes the names of characters from a story or a novel. On the other set of the cards the teacher writes character traits that correspond to the character.
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RULES/DIRECTIONS:	<ol style="list-style-type: none"><li>1. Shuffle the cards and place in four corners of the room</li><li>2. On signal, students go pick up one card from their designated corner.</li><li>3. Students should then be instructed to move around the room and find their partner to link the character to the appropriate trait. Instruct students not to give verbal cues.</li><li>4. After each student finds his/her partner, students take turns acting out their character while other students guess the character.</li></ol>
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VARIATIONS:	<ol style="list-style-type: none"><li>1. Use sticky notes instead of index cards. Place the sticky notes on the students' backs and have them find their match without speaking.</li><li>2. Use multiple traits per character.</li><li>3. If using white index cards use two different colored markers for traits and characters.</li></ol>
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NAME OF ACTIVITY:	<b>Hot Potato Spelling</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Language Arts
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p><b>6<sup>th</sup> grade: Language Standards –</b>  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*  b. Spell correctly.</p> <p><b>7<sup>th</sup> grade: Language Standards –</b>  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[, ] green shirt). b. Spell correctly.</p> <p><b>8<sup>th</sup> grade: Language Standards –</b>  2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.  b. Use an ellipsis to indicate an omission.  c. Spell correctly.</p>
FORMATION:	Groups of 6 in a circle
EQUIPMENT:	Ball or crumpled ball of paper for each group
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Have students stand in a circle.</li> <li>2. Teacher calls out a spelling word.</li> <li>3. Student with the ball gives the first letter and then quickly passes the ball to the student on the left.</li> <li>4. Next student gives the second letter in that word and quickly passes the ball to the next student on the left.</li> <li>5. Play continues until the word is complete or word is misspelled.</li> <li>6. When word is spelled, send one member of the group to write the correct spelling on the board. Teacher will acknowledge correct spelling and group members celebrate with a victory dance for 1 minute.</li> <li>7. When a new word is needed, teacher calls out that word and play begins again.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Vocabulary: first student gives word, second gives definition. May not be in the style of “hot potato” to allow think time.</li> <li>2. Use a medicine ball (check with physical education teacher).</li> <li>3. Circles may not work for all class sizes. Teachers may have to modify formations to fit their needs.</li> </ol>

NAME OF ACTIVITY:	<b>Language Lingo</b>
GRADE LEVEL:	8th
SUBJECT AREA:	Language Arts
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	Review of any content area
FORMATION:	Create stations. Divide the class into groups of no more than 4 members
EQUIPMENT:	Various: calculators, jump ropes, cones, balls, hula hoops, stop watch
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Set up various stations with an academic task and physical activity at each station.</li> <li>2. The students perform a physical activity as a group.</li> <li>3. Upon completion of the physical activity, students are to complete the academic task.</li> <li>4. After completion of the activity and task students rotate to the next station.</li> </ol> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Station One: <u>Physical Activity</u>: Teams are to perform “Over and Under” twice with a ball, language arts book, or balled up piece of paper. <u>Academic Task</u>: Give 3 characteristics of drama.</li> <li>• Station Two: <u>Physical Activity</u>: Teams are to do imaginary jump rope 15 times each. <u>Academic Task</u>: Give 3 characteristics of fiction.</li> <li>• Station Three: <u>Physical Activity</u>: Teams are to run through a twisting course of cones, books, or chairs. <u>Academic Task</u>: Give 3 characteristics of non-fiction</li> <li>• Station Four: <u>Physical Activity</u>: Each member swings a hula hoop (real or imaginary) around their waist 15 turns. <u>Academic Task</u>: Give 3 characteristics of poetry.</li> </ul>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Use language arts books instead of hula hoops.</li> <li>2. Let the students create physical tasks that can be done by teams.</li> <li>3. Create more stations if the class size is large.</li> </ol>

NAME OF ACTIVITY: **Latin Groove**

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GRADE LEVEL: 7th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE **7<sup>th</sup> grade: Speaking and Listening Standards –**

OF STUDY OBJECTIVE 6. Adapt speech to a variety of contexts and tasks, demonstrating command of  
NUMBER: formal English when indicated or appropriate.

**Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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FORMATION: Walking around room

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EQUIPMENT: None

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**RULES/DIRECTIONS:**

1. Students begin to walk around room.
  2. Teacher calls out a prefix, suffix, or root.
    - Bi-
    - Geo-
    - Ent-
    - Phy-
    - a-
    - an-
    - af-
  3. Students call back a word with that root.
  4. Teacher chooses one of the words that were identified by the students.
  5. Students stop walking and begin doing the movement selected by the teacher (refer to Movement Bank).
  6. Students continue movement at least 10-15 seconds or until teacher selects a student to make a sentence with that word. Students begin walking again. Continues for as long as the teacher would like.
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**VARIATIONS:**

1. Students call a word to the nearest student and shake their hands. Then each student gives a sentence using their word to that student.
2. Students can write down word and/or sentence as they move.

NAME OF ACTIVITY: **Listen and Move**

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GRADE LEVEL: 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE **8<sup>th</sup> grade: Reading Standards for Literature –**

OF STUDY OBJECTIVE 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

NUMBER: 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

**Reading Standards for Informational Text –**

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Writing Standards –**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Speaking and Listening Standards –**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

FORMATION:	Standing at desk
EQUIPMENT:	Literature read by teacher or student
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher selects a piece of literature that includes the following devices: figurative language, dialogue, flashback, allusion, irony, symbolism.</li> <li>2. Teacher identifies a movements that corresponds with each literary device, and writes them on the board. Possible Movements for 10-15 seconds each: <ul style="list-style-type: none"> <li>• Figurative language – Move right elbow to left knee, then left elbow to right knee (standing sit-ups)</li> <li>• Dialogue – Dance</li> <li>• Flashback – Play imaginary musical instrument</li> <li>• Allusion – Knee lifts</li> <li>• Irony – Shoot imaginary baskets</li> <li>• Symbolism – March in place</li> </ul> </li> <li>3. Teacher or student will read selected literature.</li> <li>4. When students identify the appropriate literary device, they perform the corresponding movement and continue this movement until a new literary device is used in the piece of literature.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Play the same game with original works by the students that contains at least four of the following literary devices: figurative language, dialogue, flashback, allusion, irony, symbolism.</li> <li>2. Students then read their creative work to the class, while the class performs the movement assigned to the specific literary device.</li> <li>3. Students suggest movements.</li> </ol>

NAME OF ACTIVITY: **Parts of Speech Go Round**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE **6<sup>th</sup> grade: Speaking and Listening Standards –**

OF STUDY OBJECTIVE 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NUMBER:

**Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - b. Use intensive pronouns (e.g., myself, ourselves).
  - c. Recognize and correct inappropriate shifts in pronoun number and person.\*
  - d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
  - e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.\*
  - b. Spell correctly.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Vary sentence patterns for meaning, reader/listener interest, and style.\*
  - b. Maintain consistency in style and tone.\*
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
  - c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., personification) in context.
  - b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

**7<sup>th</sup> grade: Speaking and Listening Standards –**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**8<sup>th</sup> grade: Reading Standards for Informational Text –**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
  - b. Form and use verbs in the active and passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

- d. Recognize and correct inappropriate shifts in verb voice and mood.\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
  - b. Use an ellipsis to indicate an omission.
  - c. Spell correctly.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
  - b. Use the relationship between particular words to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

FORMATION: Students standing beside desk

EQUIPMENT: Index cards (1 per student)

- RULES/DIRECTIONS:
1. Divide index cards into three groups and label each group as follows:
    - Group 1: Different parts of speech e.g., noun, pronoun, verb, adverb etc.
    - Group 2: Corresponding definitions for those parts of speech e.g., a word that is the name of a person, place, or thing
    - Group 3: Write examples the parts of speech e.g., boy (noun), her (pronoun), go (verb), hastily (adverb)
  2. Randomly give out index cards (may have to have more than one index card in the category of example depending on your class size).
  3. Activity begins and the students move around the room to find the matching cards. e.g., student with noun card finds student with the definition of a noun, and the student with the example of a noun.
  4. Students should move around the room different ways which are provided in the Movement Bank.
  5. Once students find the correct matching card they will jog in place until all matching cards are found.

VARIATIONS:

1. Vocabulary: place word on one index card and definition on other.
2. Characterization: place character on one card and personality traits of that character on another.
3. Designate a movement for each part of speech (e.g., noun = hop on one foot, pronoun = jump).

NAME OF ACTIVITY: **Poetry Round-Up**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

**6<sup>th</sup> grade: Reading Standards for Literature –**

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.
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.
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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.

**Reading Standards for Informational Text –**

2. Determine a 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.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards –**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Speaking and Listening Standards -**

2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**7<sup>th</sup> grade: Reading Standards for Literature –**

2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
6. Analyze how an author develops and contrasts the points of view of different

characters or narrators in a text.

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.

**Reading Standards for Informational Text –**

2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**Writing Standards –**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**Speaking and Listening Standards –**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**8<sup>th</sup> grade: Reading Standards for Literature –**

2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

10. By the end of the year, read and comprehend literature, including stories,

dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

**Reading Standards for Informational Text –**

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

**Writing Standards –**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Speaking and Listening Standards –**

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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FORMATION:	Whole Group/Small Group
EQUIPMENT:	Index cards, Poem - On each index card write one line from the selected poem. (Depending on length of poem, this activity may involve the entire class or divide the class into small groups and use shorter poems).
RULES/DIRECTIONS:	<ol style="list-style-type: none"><li>1. Give each student an index card with a line from the poem.</li><li>2. Students move around the room to determine the order of the poem (it is easier with a short, rhyming poem).</li><li>3. Once students have the order, they stand in line and recite the poem, each participant saying his/her line while completing a physical activity (e.g., hopping on one foot etc.).</li></ol>
VARIATIONS:	<ol style="list-style-type: none"><li>1. Place each line of the poem on separate strips of paper. Place the paper strips in an envelope or hat and let the students randomly select one strip of paper.</li><li>2. Use a transparency to show the final organization.</li><li>3. If you do small groups, put the lines from the same poem on matching colored index cards.</li><li>4. If using a long poem uses stanzas instead of one line on the index cards.</li></ol>

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NAME OF ACTIVITY: **Race to Grammar**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE **6<sup>th</sup> grade: Speaking and Listening Standards –**

OF STUDY OBJECTIVE 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

NUMBER:

**Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.\*
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).\*
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.\*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive /parenthetical elements.\*
- b. Spell correctly.

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.\*
- b. Maintain consistency in style and tone.\*

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

**7<sup>th</sup> grade: Speaking and Listening Standards –**

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of phrases and clauses in general and their function in specific sentences.
  - b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
  - c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.\*
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.\*
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

**8<sup>th</sup> grade: Reading Standards for Informational Text -**

4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**Language Standards –**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and

- passive voice.
  - c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
  - d. Recognize and correct inappropriate shifts in verb voice and mood.\*
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
    - b. Use an ellipsis to indicate an omission.
    - c. Spell correctly.
  3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
  4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
    - a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
    - b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
    - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
    - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - a. Interpret figures of speech (e.g. verbal irony, puns) in context.
    - b. Use the relationship between particular words to better understand each of the words.
    - c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

FORMATION: Lines of three students

EQUIPMENT: Chalkboard, chalk, and/or dry erase board and dry erase markers

- RULES/DIRECTIONS:
1. After studying sentences (compound, complex, and compound-complex), students will work together to form one sentence.
  2. Teacher instructs students what sentence listed above will be the focus and then says, “Go!”
  3. If the teacher states, “compound,” the first student in each line runs to the board and writes an independent clause without punctuation, then runs to the end of the line.
  4. Second student runs to the board and places a comma and the appropriate conjunction, then runs to the end of the line.
  5. Third student runs to the board, completes the compound sentence by placing a second independent clause, and goes to the end of the line.

6. Game continues until each team has completed each sentence.
  7. Students waiting in line should be performing an activity from the Movement Bank.
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VARIATIONS:

1. You can do the same game when studying interrogative, declarative, and exclamatory sentences.

NAME OF ACTIVITY:	<b>Reading Rhythms</b>
GRADE LEVEL:	7th
SUBJECT AREA:	Language Arts
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<p><b>7<sup>th</sup> grade: Reading Standards for Literature –</b>  4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetition of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. 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</p> <p><b>Reading Standards for Informational Text –</b>  4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Writing Standards –</b>  9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).</p> <p>b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).</p>
FORMATION:	Students stand at desk
EQUIPMENT:	None
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>Students stand by desks.</li> <li>Teacher reads a section from a poem.</li> <li>Teacher lists type of poetry and corresponding physical activity on the board or on overhead projector. Students perform movement to reveal which type of poem they think was read for at least 30 seconds. <ul style="list-style-type: none"> <li>Free verse – fly</li> <li>Diamante – dance</li> <li>Haiku – hop</li> <li>Narrative – nod and jog</li> <li>Blank verse – bounce</li> <li>Cinquain – circle walk (walk in a circle)</li> <li>Limerick – lunge</li> </ul> </li> </ol>

NAME OF ACTIVITY:	<b>Stop and Scribble</b>
GRADE LEVEL:	6th
SUBJECT AREA:	Language Arts
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	<b>6<sup>th</sup> grade: Reading Standards for Literature –</b> 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 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.
FORMATION:	Standing at desks
EQUIPMENT:	Piece of paper and pencil for every student
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. Teacher calls out physical activity: <ul style="list-style-type: none"> <li>• Jumping jacks</li> <li>• Jogging</li> <li>• Playing air guitar</li> <li>• Marching</li> <li>• Twisting</li> <li>• Knee lifts</li> </ul> </li> <li>2. Students begin activity and continue until the teacher calls out a character.</li> <li>3. Students freeze and write a corresponding character trait on a piece of paper.</li> <li>4. After 10 or 15 seconds, teacher calls out a new activity.</li> <li>5. Continue through all review material.</li> <li>6. As students cool down, teacher writes correct answers to the questions on the board while students check their answers.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Same activity using dry erase boards and markers instead of paper and pencil.</li> <li>2. Use this activity to review grammar concepts or parts of speech.</li> <li>3. Divide paper into thirds. At the top label the three main characters. When the students stop to scribble they can record behavioral/ physical characteristics of the three characters. Students can then compare and contrast.</li> </ol>

NAME OF ACTIVITY: **To Move or Not to Move Story Review**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Language Arts

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NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER: Review of any content area

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FORMATION: Standing at desks

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EQUIPMENT: Index cards with pre-made questions (optional)

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RULES/DIRECTIONS:

1. Ask students to stand beside their desks.
2. To review a literature story prior to testing, teacher calls out a true statement or a false statement.
3. If the statement is true, students will follow the directive for at least 30 seconds. (For example, "Hop on one foot if the story took place in a small town in North Carolina.")
4. If the statement is false, students should not follow the directive. (For example, "Do jumping jacks if the main character is the protagonist.") If students do jumping jacks, they move to the back of the room but continue participating in the game.

NAME OF ACTIVITY:	<b>Alphabet Soup</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Teams of 4
EQUIPMENT:	Alphabet blocks or scrabble tiles (2 sets) divided into 4 stations around the room, additional sets may be needed for vowels
RULES/DIRECTIONS:	<ol style="list-style-type: none"> <li>1. The object is for students to correctly spell the vocabulary word.</li> <li>2. Teacher calls out a vocabulary word related to subject area.</li> <li>3. One student from each team will go get one letter from a station and return to the group. All students remain moving (see Movement Bank) for the entire activity.</li> <li>4. Students take turns getting letters until a team has spelled the word correctly.</li> <li>5. The first team to spell the word correctly will earn a point.</li> <li>6. Continue until all words have been spelled.</li> </ol>
VARIATIONS:	<ol style="list-style-type: none"> <li>1. Perform the activity as above and have teams make a sentence with the vocabulary words.</li> <li>2. Make your own laminated alphabet cards.</li> </ol>

NAME OF ACTIVITY: **Crazy Questions**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Four teams

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EQUIPMENT: None

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RULES/DIRECTIONS:

1. Students group together into 4 teams (easiest way may be to have them group together by rows).
2. The teacher selects a list of vocabulary words or a set of questions from the end of a chapter.
3. The students must complete a series of movements to receive each question.
4. When each student in a group has completed the assigned movement they must sit down and raise their hands to receive each question.
5. The teacher will then approach the group to give them the next question.
  - a. To receive the first question, each student in the group must jump to the sky and slap the floor with their hand. Repeat 5 times.
  - b. To receive the second question, the students must hop on one foot while turning in a circle 10 times.
  - c. To receive the third question, students must run in place for 30 seconds.
  - d. To receive the fourth question, students must do imaginary jump rope as fast as possible for 10 seconds.
  - e. To receive the fifth question, students must complete all previous movements.

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VARIATIONS:

1. This activity can be used for sequencing, listening skills, auditory procession, and multiple intelligences.

NAME OF ACTIVITY: **Everybody is a Star**

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GRADE LEVEL: 6<sup>th</sup> – 8<sup>th</sup>

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Walking around the classroom

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EQUIPMENT: Pen and paper for the Journalist group

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RULES/DIRECTIONS:

1. Each student writes 3-5 questions a journalist would ask a Celebrity/Super Star and identifies one Super Star.
2. The class is divided into two groups: Journalists and Super Stars.
3. The journalists have 5 minutes to interview as many Super Stars as they possibly can, asking only the three questions they wrote down.
4. The Super Stars can never directly say their name or exactly what it is that they do. The Super Star group must constantly be walking because celebrities are very busy.
5. The journalists try to guess who the Super Stars are based on the answers to their question.
6. After 5 minutes has lapsed the Super Stars reveal who they are and the journalists check to see if their guesses were correct.
7. Switch roles.

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VARIATIONS:

1. Journalists write an article about Super Stars. Super Stars write a reflective entry about their interviews. Incorporate writing techniques like persuasive writing and inferences. Share writing with the entire class.

NAME OF ACTIVITY:	<b>Have a ball</b>
GRADE LEVEL:	6th - 8th
SUBJECT AREA:	Miscellaneous
NC STANDARD COURSE OF STUDY OBJECTIVE NUMBER:	
FORMATION:	Students sitting at desks
EQUIPMENT:	Each student should have a scrap piece of paper and make a ball
RULES/DIRECTIONS:	<p>1. Each student should wad up a piece of paper to make a ball. Use the piece of paper for the following exercises:</p> <ul style="list-style-type: none"> <li>• Place the ball on the feet (feet together) while seated, repeatedly toss up and catch the ball with the top of the feet (like hackey sack).</li> <li>• Set the ball on elbow. Flip the ball into the air and catch it with the hand on the same side.</li> <li>• Lift the feet off the floor (feet together) and rotate the ball over and under the legs using your hands.</li> <li>• Toss the ball overhead and catch behind back.</li> <li>• Lift the feet (feet slightly apart) and weave the ball between the left and right leg (such as a figure eight).</li> <li>• Toss the ball from behind the back and catch in the front.</li> <li>• Circle waist while standing.</li> <li>• This activity will strengthen the abdominal muscles and quadriceps.</li> </ul>
VARIATIONS:	<p>1. Allow each student to shoot the ball into the trashcan at the end.</p>

NAME OF ACTIVITY: **Hot Tamale**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Beside desks

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EQUIPMENT: None

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- RULES/DIRECTIONS:
1. Write each direction and corresponding activity on the board or overhead to make it easier for the students to follow.
    - Move backwards - back stroke (swimming motion)
    - Move forward - march in place
    - Move to either side - side stretch in the direction of the hot tamale
    - Up higher - climbing ladder motion
    - Down lower - squats
    - Within one foot of the tamale - students pretend they are stepping on hot coals (in place).
  2. One student exits the classroom.
  3. The rest of the class watches the teacher hide the "hot tamale" (can be any object) somewhere in the classroom.
  4. The student who exited the classroom re-enters.
  5. The rest of the class tries to guide him/her to the hidden tamale by performing various physical activities, with each activity corresponding to a different direction. Students are not allowed to talk.
  6. Once the student locates the hidden "hot tamale", another student is selected to exit the classroom and the "hot tamale" is hidden in another location so that the game can be repeated.

NAME OF ACTIVITY: **I'm A Student and You're a Student Too!**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Standing at desks or in a circle

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EQUIPMENT: None (teacher may decide to use a small ball or bean bag)

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RULES/DIRECTIONS:

1. Students stand in a circle or at desks and march in place.
2. Teacher selects a student to begin the game by either pointing to or tossing a small ball to the student.
3. The student begins with the line "I'm a student and you're a student too if..."
4. The student fills in the end of this statement with something characteristic of them that other students may have in common. Example: "I'm a student and you're a student too if you have on tennis shoes" or "I'm a student and you're a student too if you like to play basketball."
5. All students who share this trait perform an activity such as jumping into the air 3 times or walk to the front of the classroom and switch places with another student that shares the specified characteristic, while all other students continue to march in place.
6. The teacher then selects another student to continue the game.

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VARIATIONS:

1. Instead of using the word student in the working phrase, insert the name of the school's mascot. e.g., "I'm a Pirate and you're a Pirate too if..."

NAME OF ACTIVITY: **Sports on the Move**

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GRADE LEVEL: 6th- 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Standing at desk

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EQUIPMENT: None

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RULES/DIRECTIONS: 1. Teacher will say a sport and movement and students will repeat that movement for about 30 seconds until a new movement is stated.  
Examples:

- Basketball: dribble with fingertips; dribble through legs; dribble around back; jump shot and follow through; bounce pass; chest pass; overhead pass; defensive slide to front and back to start position
- Soccer: shot on goal (practice with both feet); inside of foot pass; outside of foot pass; long banana kick; juggle imaginary soccer ball; trap ball with thigh; trap ball with feet
- Baseball or softball: swing a bat; windup and pitch; field a ground ball; catch a fly ball; play imaginary catch
- Tennis: forehand; backhand; serve; volley
- Volleyball: serve, set, dig, spike
- Football: quarterback long pass; short pass; catch imaginary ball; kick field goal; punt; catch a punt; block
- Golf swing
- Drive a NASCAR
- Lacrosse
- Tae Kwon Do

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VARIATIONS: 1. Ask students to name the sport and movement.  
2. Tell students that mental practice and making correct fundamental movements without the equipment can improve performance.

NAME OF ACTIVITY: **What's My Job?**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Partners standing at desk

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EQUIPMENT: Pencil and paper

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- RULES/DIRECTIONS:
1. Students group into pairs at their desks.
  2. Partners face each other (one facing the board and the other facing the back of the room).
  3. The teacher writes a series of professions on the board which could include:
    - Teacher
    - Basketball Player
    - Hockey Player
    - Airplane Pilot
    - Doctor
    - Fireman
    - Chef
    - Truck Driver
  4. The student facing the board must act out the entire list in 2 minutes while the student facing the back of the classroom attempts to write down which profession his/her partner is acting out.
  5. After the 2 minutes has ended, the students facing the back of the classroom turn around and see if their lists match that on the chalkboard.
  6. Students in each group switch places (the writer becomes the actor and visa versa).

Note: entire game could be played silently

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- VARIATIONS:
1. Create a different list of professions for each group.

NAME OF ACTIVITY: **World's Strongest Student**

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GRADE LEVEL: 6th - 8th

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SUBJECT AREA: Miscellaneous

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NC STANDARD COURSE  
OF STUDY OBJECTIVE  
NUMBER:

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FORMATION: Standing at desks

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EQUIPMENT: None

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RULES/DIRECTIONS:

1. Have students imitate activities that competitors in the "World's Strongest Man" competition undertake. Perform each activity for 30 seconds.
  - Chain Drag (walking backwards and pulling)
  - Car Lift
  - Train Push (walking forward and pushing)
  - Anchor Carry (walking forward and pulling)
  - Pole Flip (pretend to toss a small tree trunk as far as you can)
  - Iron Cross (hold arms out to sides holding great weights)
  - Stone Wall (picking up heavy stones from the ground and stacking them on top of a wall)
  - Dead Lift (competitors squat and lift a barrel of rocks with increasing weight.)
2. Repeat the entire sequence.

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VARIATIONS: 1. Teacher may need to explain the activities to the students before the activity starts.