MUC Standard LESSON PLAN
(Revised Spring 2002)

TEACHER Schneller

Date 11/9/2005

TOPIC/SUBJECT
Language Arts and Physical Education

STUDENTS’ DESCRIPTIONS: (What are the students’ ages, grade level(s) and setting? If this is the first time you’ve written a lesson for these students, what else do you know about how they learn? If the make-up of your class has changed recently, complete this section. If you are aware of new information about one or more of your students, this is a good place to note it.)

A bunch of incorrigible college students.

CURRICULUM OUTCOME (S): (What learning outcome(s) from the mandated curriculum does this lesson address? Please include age/grade level(s) and source(s).

Integration of two objectives from Middle School PE and Language Arts
1. Physical Education - AAHPERD
Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
http://www.aahperd.org/naspe/template.cfm?template=main.html
2. Language Arts – ODE Content Area Standards
Writing Benchmark Grades 6, 7, and 8: Uses conventions of punctuation and capitalization in written work.
http://www.ode.state.oh.us/academic_content_standards/

The students will be incorporating physical movements (both large motor and fine motor skills) while understanding conventional punctuation rules. This is in keeping with NMSA’s belief that students and teachers engage in active learning (Swaim, 2003).

I.E.P. quotes and resulting modifications should be italicized or highlighted throughout the plan.
No special considerations for students on I.E.P.s are necessary.

OBJECTIVE (S): (What will students do by the end of the lesson to show they have learned what you intended them to learn?)
1. Students will be able to identify and utilize two exercises that work a) gross motor skills b) fine motor skills. (And perhaps understand the importance of both.)
2. Students will be able to identify two writing situations for which commas or semi-colons are needed.

EVALUATION: (What tool(s) will you use to gather and record information to show your students learned the objective(s)?)
At the conclusion of the lesson, students will be asked to simultaneously act out comma use in a sentence and complete a sample writing sample that demands proper use of comma usage. During the acting out of comma usage, the teacher will check that gross motor exercise is utilized; during the sample writing sample, the teacher will check to see that fine motor skills are incorporated. In the writing sample, students will use commas with 100% accuracy. Students will also identify with 100% accuracy the gross motor and
fine motor skills that where used in completing the exercise. (SEE ATTACHED WRITING SAMPLE.)

METHODS AND PROCEDURES: (How will you introduce the lesson? What is the sequence of the approach of the lesson you will use? Describe the closing procedure to help students' focus on the key points of the lesson.)

1. Attention-getter - Ask students/teacher candidates to stand and stretch while I play “Phonetic Punctuation” for the class. [http://www.kor.dk/borge/b-mus-1.htm]

2. Discuss in large group. “What did you think?” “Why do we have punctuation, anyway?” “Why do you think Victor Borge invented Phonetic Punctuation?” “So why is punctuation so difficult for all of us?” “How could we make it easier?” Let’s invent PHYSICAL PUNCTUATION.

3. Get into groups of four – Get with dance partner # 6 then combine pairs so that we have groups of four. So, you’ve got the idea regarding how to make punctuation audible, now HOW MIGHT WE INVENT “PHYSICAL PUNCTUATION” VIA MOVEMENT? 1) Comma 2) Period 3) Question Mark 4) Semi-colon 5) Quotation marks Discuss this first within your group then provide time for large group feedback on each – with demonstration of several of the marks.

4. Re-discuss within your group. Make sure that you have PHYSICAL PUNCTUATION marks for each at least comma, period, and semi-colon.

5. Now present FINE MOTOR vs. GROSS MOTOR – What’s the difference between the two? Help me Physical Education majors. Therefore, which of your invented “PHYSICAL PUNCTUATION” marks involve FINE MOTOR and which involve GROSS MOTOR skills?

6. What do you know about – COMMA RULES? Discuss within your groups quickly. Present these rules. Do you know any others?
   1. Use a comma after an introductory word, phrase, or clause that comes before a main clause.
   2. Use a comma before a coordinating conjunction (and, or, but, nor, yet, for, so) that separates two independent clauses.
   3. Use commas around words, phrases, and clauses in the middle of a sentence when they aren't essential to the meaning of the sentence.
   4. Use commas between items in a series.

7. Discuss each rule briefly. Then as a large group figure out how to punctuation the following sentence.

   As Dr Schneller entered the room the students noticed a that his zipper was unzipped that his shoes were untied and that his glasses were crooked Jessica pointed out that he might be having a bad day
8. Not bad, now complete the writing exercise individually. (Attached sheet.) You must do the exercise in first writing and then through PHYSICAL PUNCTUATION.

9. Closure – Review the concepts that we’ve covered. “What did you do that exercised you gross motor skills?” “What did you do that involved fine motor skills?” “Tell me a rule for appropriate use of a comma?” ETC….

MATERIALS / RESOURCES: (List those you and the students used for the lesson and their sources.)
Worksheet (attached), paper, pencil, and (perhaps) computers.

REFLECTIONS ON THE LESSON: (What did you observe students doing? How did you impact student learning? How will you use this information in the planning of future lessons? What professional development questions do you have resulting from this lesson? What other notes, feelings, thoughts, and creative ideas do you want to remember related to this lesson and this experience? Other reflections…) Complete on back of this paper.
One day Jessica Ehmyslinski found a ten-dollar bill she was thrilled. Although she didn’t have a clue about where to spend it, she thought really hard. Lindsay Roylard helped her a bunch by saying “I know how you can spend it; buy something for Dr S for Christmas. I bet that he never gets anything.” At this point her buddy Dean Stadlerreich jumped in with “Yeah he deserves coal. That’s what I’d get him anyway.” Finally Marcus Casey-Kurtz said “Buy him a toupee Ha Ha” After thinking about even more, they decided to buy a stamp and to send to get his car geared up on PIMP MY RIDE.

What did you do that involved fine motor skills?
1. ________________
2. ________________

What did you do that involved gross motor skills?
1. ________________
2. ________________