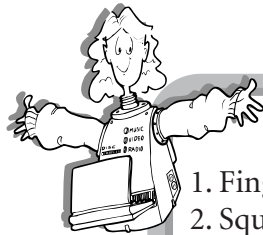


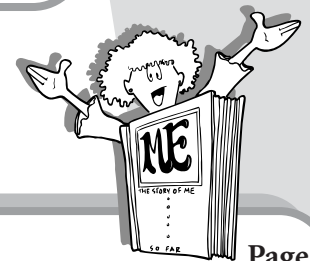
Table of Contents

Chart of Multiple Intelligences	viii
Acknowledgments/Dedication	x
Introduction (What it is)	xi
Definitions (And how to get the most out of your book)	xiv
Preview (What you are going to get)	xvi



Creating the Ensemble

	Page		Page
1. Finger Tip Trip	2	10. Movement Canon	14
2. Squishy Ball	3	11. Pass the Ball to the Beat.....	15
3. Sit Circle	4	12. Mirror, Mirror	16
4. Creative Communication	5	13. Find Your Center	17
5. Arm Tangle.....	7	14. Shoulder to Shoulder.....	18
6. Pass the Rope, Please!	8	15. Song of the Day	20
7. Body Machine	9	16. Machine Soundscapes	22
8. Becoming a Storm	11	17. Huddle-Up	24
9. The Sounds & Smells of Memories	12	18. Slap-It	25
		19. Bibbity Bop Bop Boo.....	26

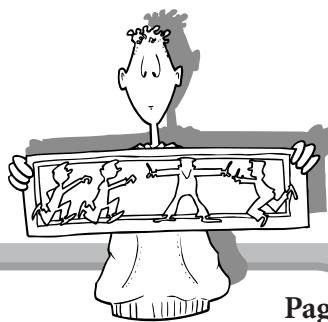


Language Arts

	Page		Page
1. A Line at a Time	30	15. The Missing Middle	50
2. The ABC's of Storytelling.....	31	16. What's Your Sign?	51
3. Story Theater.....	33	17. Poetry Soundscapes	52
4. The Talk Back Talk Show	34	18. Feelings, Nothing More Than....	54
5. Sounding Out Your Story	36	19. Tell Me a Story.....	59
6. Sound Effect Stories	38	20. Stories That Move Me.....	60
7. Character Monologues	39	21. The Story of My Life So Far	62
8. Readin', Rhymin', & Rhythm.....	41	22. Express Yourself.....	64
9. Recreating the Classics	42	23. Sing, Sing a Song.....	65
10. If They Were Alive Today	44	24. I Hear a Melody.....	66
11. A Real Life Fairy Tale	45	25. Rhythm & Reading	68
12. Radio Theater	46	26. Elliptical Scenes	70
13. Music for Language Learning....	48	27. History of Storytelling	74
14. A Picture Is Worth a Thousand Words	49		



Social Studies



	Page		Page
1. Little Schoolhouse on the Prairie	78	12. Beginning, No Middle, the End	94
2. The State I'm In	79	13. The Oregon Trail Comes Alive	96
3. Tableaux	80	14. World Music	98
4. Step Inside a Painting	82	15. Create a Culture.....	99
5. Wax Museum.....	85	16. Family Tree	102
6. Talkin' History	86	17. The Republicrat Party	103
7. Voices From the Past	88	18. President for a Day	104
8. The Flip Side: Seeing the Other Side of History	89	19. Through the Eye of a Lens	106
9. Our Town.....	90	20. Mock Trials	109
10. Eating Goober Peas	92	21. The History of Art.....	110
11. What If?	93		



Mathematics

	Page		Page
1. Alice's Restaurant	114	10. Build It With Bodies	129
2. Larger Than Life Math	115	11. Tower of London.....	130
3. Vacation Stations.....	116	12. Movement Review.....	132
4. Scavenger Hunt	120	13. All in the Family	134
5. Greatest Hits	122	14. Building an Arch	136
6. Math Theater	124	15. Architecture That Works	138
7. Place Your Order	125	16. Teacher for a Day	141
8. The Math Shack	126	17. Architects: Making a Difference	144
9. How Many Borps in a Mile?.....	128		



Science & Health



	Page		Page
1. Soaring Through the Solar System	148	9. Go With the Flow H ₂ O.....	159
2. Bunsen Burners & Other Hot Topics	149	10. Conservation: Preserving a Place for the Future	160
3. Let's Make It Move	150	11. Only Skin Deep.....	165
4. Journey to the Center of the Earth.....	152	12. Digestion: The Inside Story	166
5. I Am a Tree	154	13. Hygiene: The Whole Dirty Story.....	168
6. Family Tree	155	14. Diseases: Spreading the Truth	171
7. It's Alive.....	157	15. Safety Hero	172
8. Songs of Science	158	16. Building the Food Pyramid	177



Taking a Break

	Page		Page
1. Do a Little Dance	180	8. Who Am I?	187
2. Eraser Tag	181	9. Improvisation With Specific Words	188
3. You Have Changed.....	182	10. Class TV	189
4. Lanterns	183	11. Moving Music	190
5. Scavenger Hunt	184	12. Bend & Stretch	191
6. 7-Up	185	13. "Figure" It Out	192
7. Who's the Leader?	186		

Bibliography (Useful Info in ABC order)	193
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Movement Canon

Stuff You Need

- A clear space for students to move in

Stuff You Need to Know

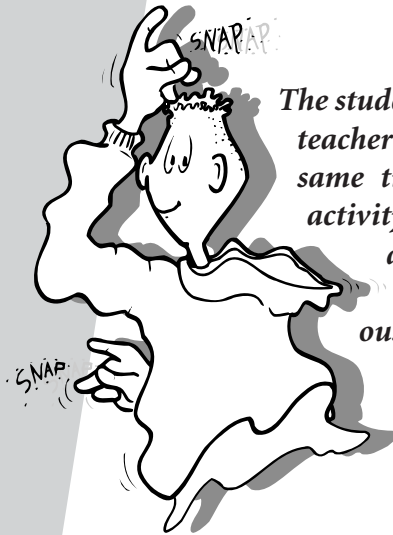
A canon is a composition, usually employing the voice, that uses imitation. Share this definition with the students so they don't think you are talking about artillery! Your students should know how to keep the beat and should be able to do large motor movements. You can adapt this activity for all age levels (see Enhancers).

Enhancers

- Have a student lead the class.
- Try harder or "crazier" movements for older kids.
- Teacher and students sit in a circle. The teacher starts a movement. The student to her immediate left picks up the movement after four beats. The teacher begins a new movement. The students "pass" each new movement to the person sitting next to them. Eventually, the "old" movement will return to the teacher and the canon stops.
- Instead of a physical canon, try a vocal canon. In this activity, the teacher would say a word four times in a row. The students repeat this word four times while the teacher speaks a new word.

Multiple Intelligences

- Interpersonal
- Musical/Rhythmic
- Bodily/Kinesthetic
- Visual/Spatial



The students memorize a specific movement that the teacher makes and then replicate it, while at the same time learning a new movement. Use this activity to increase music reading skills and focus attention. In this activity, students must think ahead in order to move simultaneously with others.

1. We've Got the Beat

Start with a "keep the beat" warm-up. This simply involves clapping out quarter notes or one, two, three, four. As you clap, have the students keep the beat with you.

Example:

Teacher: claps hands four times

Students: watch the teacher

Teacher: taps her head four times

Students: clap hands four times

Teacher: snaps fingers four times

Students: tap heads four times

2. Pete and Repeat

The teacher says, "I'm going to do a movement and I want you to repeat it when I am done. While you are doing that movement, I am going to start another one." Remember that after the teacher completes the first movement, two movements will be going on simultaneously!

3. Do It Again and Again

Continue until the students have mastered this skill.

Re-creating the Classics

Stuff You Need

- Books containing classic stories
- Re-created Story blackline master

Stuff You Need to Know

Before they can compare and contrast the similarities between history, literature and the arts, the students must be able to comprehend the subtext of the material.

Enhancers

- Have the students pick a scene from their new version and write a script so they can act it out and then video tape it.
- Question the students: Who would be a modern Humpty Dumpty? Who would be a modern day Giving Tree? (Mother Theresa, Dalai Lama or someone in the students' own lives!) Challenge your students to take a fictitious character and find its modern, real life counterpart.
- Listen to their language: Be open to the words and reasoning of the students. If they can justify their choice and support their feeling with concrete plausible details, then they've got it!

Multiple Intelligences

- Verbal/Linguistic
- Interpersonal
- Bodily/Kinesthetic
- Intrapersonal



The students create modern day counterparts to famous fictional characters and find new ways to retell and re-create famous stories. This activity tests comprehension of reading material and challenges the students to find real life examples of fictional characters and events.

1. Choose Your Story

Pick a famous book that contains a timeless idea that your students are familiar with. For example, *Romeo and Juliet* tells of the love of one person for another who is outside of his social class. Then discuss how the story has been transferred into a modern day setting, in this case, *West Side Story*. Other examples of transference are Joseph Conrad's *Heart of Darkness* retold in Francis Ford Coppola's *Apocalypse Now* or Shakespeare's *Taming of the Shrew* re-created as the musical *Kiss Me Kate*.

2. Discuss

Discuss the main characters, plot and setting of the two stories and compare them to one another.

3. Provide a List

Provide your students with a list of historical stories or characters that they are familiar with, such as *King Lear*, *Othello*, *The Boy Who Cried Wolf*, *Sarah Plain and Tall*, *The Glass Menagerie* and *The Great Gatsby*. Adapt the books for the age level and ability level of the students.

4. Students Write a Modern Day Version

Have the entire class write an alternate, modern day version of the story or event. Show the relationships between the traditional characters and the new characters. Now, in small groups act out the original and the revised versions.



Re-created Story

Original Title _____

New Title _____

Original Setting

New Setting

Original Characters

New Characters

Original Plot _____

New Plot _____

Original Conflict

New Conflict

Original Resolution

New Resolution



Scavenger Hunt

Students go on a scavenger hunt for math terms and concepts. This mathematical scavenger hunt promotes higher-level thinking, shows how concepts are related to the real world, and can be used to review for a quiz or test.

Stuff You Need

- Scavenger list based on the lesson or theme
- Rulers and scales if needed
- Polaroid camera (optional)
- Scavenger List blackline master

Stuff You Need to Know

Scavenger hunts can be easily adapted for a wide variety of subjects and student ability levels. These hunts get your students up on their feet and thinking creatively. They can be highly motivating because they involve real world examples. Make sure that you take time to discuss the physical and behavioral rules that must be followed during the hunt. You may also need to put certain areas off limits.

Enhancers

- Increase the opportunity for calculations. For example, find examples of fractions and then have students total them.
- Increase verbal skills. For example, find decimals and then read them.
- Offer a scavenger hunt for extra credit.
- Assign a scavenger hunt for homework. For example, find five examples of decimals.
- Adapt the activity to the metric system.

Multiple Intelligences

- Logical/Mathematical
- Verbal/Linguistic
- Bodily/Kinesthetic
- Interpersonal
- Visual/Spatial
- Naturalist



1. Set Up the Course

Find as many objects and/or clues as possible relating to the mathematical concept(s) being studied. This preparation acts as a management strategy; you have guided students' exploration and supplied them with appropriate items to bring back. (For older students, see Enhancers).

2. Create the List

Create the list based on the subject matter. You may want to provide the first couple of lists for students, but later they will be able to work in groups to create their own lists.

Here are two short examples:

Measurement

- Find an object 9 inches long
- Find a box and measure it
- Find an ear and measure it
 - Find an object about 3 yards long

- Find a shoe larger than 10 inches long
- Find an object longer than 15 feet

End of the year review

- Find an example of a mixed number
- Find a rhomboid
- Find a decimal to the thousandths
- Find a mathematical symbol
- Find a fraction
- Find a rectangular prism

3. Begin the Hunt

Send students out in pairs or individually, depending on your preference.

4. Discuss and Share

Have the teams pair up and discuss and share what they found. Make sure that this does not turn into a competition where "the most objects found wins."

Scavenger List



Group Members _____

Measurement

- Find an object 9 inches long. What is it? _____
- Find a book and measure it. How long is it? _____
- Find an object 3 yards long. What is it? _____
- Find something longer than 15 feet. What is it? _____
How long is it? _____
- Find something shorter than 3 inches. What is it? _____
How long is it? _____

Shapes

- Find a square. What is it? _____
- Find a rectangular prism. What is it? _____
- Find a sphere. What is it? _____
- Find a circle. What is it? _____
- Find a cube. What is it? _____
- Find a cone. What is it? _____
- Find a triangle. What is it? _____
- Find a rectangle. What is it? _____