

# Objectives Meeting Competencies for Fourth Grade

## Activities taken from Webbing labeled as follows:

Language Arts (LA#)

Science (S#)

Theatre Arts (ThA#)

Writing (W#)

Physical Education (PE#)

Social Studies (SS#)

Visual Arts (VA#)

## Language Arts:

**1.a LA#1** The teacher will use the sentence chart having words from the “Dorftionary” and their definitions written so the students will match the word to the correct definition showing word recognition and vocabulary skills.

**LA#2** Students will use word recognition and vocabulary skills to communicate by matching cards having the words from the “Dorftionary” located in the back of the book and their syllables.

**LA#3** Students will use word recognition and vocabulary skills to communicate by matching words that have the same number of syllables from the “Dorftionary”.

**LA#17** Students will use word recognition and vocabulary skills to communicate by picking out the High Frequency and DOLCH words used in the book.

**1.b LA#4** Students will use word recognition and vocabulary skills to divide the words in the “Dorftionary” into their prefix, suffix, and roots.

**1.c LA#1** Students will develop and apply expansive knowledge of words and word meanings by matching the words from the “Dorftionary” in the back of the book to the correct definition.

**LA#5** Students will develop and apply expansive knowledge of words and word meanings by discussing Fact vs. Fiction - Cryptozoology is the study of unknown species

**Fact** - skating moves, doctors listed, CAT scans, MRI, etc.

**Fiction** - could all the doctors do what might be needed, characters real

**LA#8** Students will develop and apply expansive knowledge of words and word meanings by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#10** Students will develop and apply expansive knowledge of words and word meanings after studying and writing about what is Lexicology, when did it begin, and how has it helped us.

**LA#11** Students will develop and apply expansive knowledge of words and word meanings by studying about and then writing their own secret code.

**ThA#4** Students will develop and apply expansive knowledge of words and word meanings by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will develop and apply expansive knowledge of words and word meanings by putting on a puppet show of the book.

**W#1** Students will develop and apply expansive knowledge of words and word meanings by taking the “Dorftionary” in the back of the book, writing a sentence using each word.

**W#3** Students will develop and apply expansive knowledge of words and word meanings by writing and illustrating a book about skating and the different moves.

**W#4** Students will develop and apply expansive knowledge of words and word meanings by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will develop and apply expansive knowledge of words and word meanings by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will develop and apply expansive knowledge of words and word meanings by creating a play from the book.

**W#7** Students will develop and apply expansive knowledge of words and word meanings by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will develop and apply expansive knowledge of words and word meanings by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will develop and apply expansive knowledge of words and word meanings by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will develop and apply expansive knowledge of words and word meanings by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**1.d LA#1** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by matching the words from the “Dorftionary” in the back of the book to the correct definition.

**LA#5** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by discussing Fact vs. Fiction - Cryptozoology is the study of unknown species.

**Fact** - skating moves, doctors listed, CAT scans, MRI, etc.

**Fiction** - could all the doctors do what might be needed, characters real

**LA#8** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#10** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms after studying and writing about what is Lexicology, when did it begin, and how has it helped us.

**LA#11** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by studying about and then writing their own secret code.

**ThA#4** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by putting on a puppet show of the book.

**W#1** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by taking the “Dorftionary” in the back of the book, writing a sentence using each word.

**W#3** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by writing and illustrating a book about skating and the different moves.

**W#4** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by creating a play from the book.

**W#7** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will identify and produce grade level appropriate synonyms, antonyms, and homonyms by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**1.e LA#1** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by matching the words from the “Dorftionary” in the back of the book to the correct definition.

**LA#5** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by discussing Fact vs. Fiction - Cryptozoology is the study of unknown species.

**Fact** - skating moves, doctors listed, CAT scans, MRI, etc.

**Fiction** - could all the doctors do what might be needed, characters real

**LA#8** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#10** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words after studying and writing about what is Lexicology, when did it begin, and how has it helped us.

**LA#11** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by studying about and then writing their own secret code.

**ThA#4** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by putting on a puppet show of the book.

**W#1** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by taking the “Dorftionary” in the back of the book, writing a sentence using each word.

**W#3** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by writing and illustrating a book about skating and the different moves.

**W#4** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by creating a play from the book.

**W#7** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will use definitional, synonym, or antonym context clues to infer the meanings of unfamiliar words by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**1.f LA#1** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by matching the words from the “Dorftionary” in the back of the book to the correct definition.

**LA#5** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by discussing Fact vs. Fiction - Cryptozoology is the study of unknown species.

**Fact** - skating moves, doctors listed, CAT scans, MRI, etc.

**Fiction** - could all the doctors do what might be needed, characters real

**LA#8** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#10** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate after studying and writing about what is Lexicology, when did it begin, and how has it helped us.

**LA#11** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by studying about and then writing their own secret code.

**ThA#4** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by writing a play of the book, taking into consideration different types of

stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by putting on a puppet show of the book.

**W#1** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by taking the “Dorftionary” in the back of the book, writing a sentence using each word.

**W#3** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by writing and illustrating a book about skating and the different moves.

**W#4** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by creating a play from the book.

**W#7** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole) to determine the meaning of words and to communicate by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**1.g LA#1** Students will use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for

unknown works by matching the words from the “Dorftionary” in the back of the book to the correct definition.

**LA#4** Students will use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown works by dividing the words in the “Dorftionary” into prefix, suffix, and roots.

**W#1** Students will use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown works by taking the “Dorftionary” in the back of the book, writing a sentence using each word.

**W#2** Students will use reference materials (e.g., dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource) to determine the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for unknown works by using a Dictionary, divide each word listed in the “Dorftionary” into syllables.

**2.a LA#1** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by matching the words from the “Dorftionary” in the back of the book to the correct definition.

**LA#8** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#11** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by studying about and then writing their own secret code.

**ThA#4** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#1** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by taking the “Dorftionary” in the back of the book, writing a sentence using each word.

**W#3** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by writing and illustrating a book about skating and the different moves.

**W#4** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by creating a play from the book.

**W#7** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will apply knowledge of text features, parts of a book, and text structures to understand, interpret, or analyze text by writing your own secret code.

**2.b LA#5** Students will analyze texts in order to identify, understand, infer, or synthesize information by discussing Fact vs. Fiction - Cryptozoology is the study of unknown species.

**Fact** - skating moves, doctors listed, CAT scans, MRI, etc.

**Fiction** - could all the doctors do what might be needed, characters real

**LA#9** Students will analyze texts in order to identify, understand, infer, or synthesize information by picking out parts of the narrative: characters; setting; plot; theme; sequence of story; point of view; what is the beginning, middle, and end of story.

**2.c LA#5** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by discussing Fact vs. Fiction - Cryptozoology is the study of unknown species.

**Fact** - skating moves, doctors listed, CAT scans, MRI, etc.

**Fiction** - could all the doctors do what might be needed, characters real

**LA#8** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**ThA#4** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#4** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by creating a play from the book.

**W#7** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by writing about going to the hospital and what might happen using the words in the “Dorfictionary”.

**W#8** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will recognize or generate an appropriate summarization or paraphrasing of the events or ideas in text, citing text-based evidence by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**2.d LA#8** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#9** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by picking out parts of the narrative: characters; setting; plot; theme; sequence of story; point of view; what is the beginning, middle, and end of story.

**LA#12** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence after reading some of the great myths.

**LA#13** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by having children point to the parts of the book - front cover, back cover, top, bottom, author, title, illustrator, table of contents, etc.

**LA#18** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by having children identify the objects in the illustrations of the book and discuss how the pictures show events that happen and visually explain the words on the page.

**ThA#4** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#3** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by writing and illustrating a book about skating and the different moves.

**W#4** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by creating a play from the book.

**W#7** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**2.e LA#9** Students will identify facts, opinions, or tools of persuasion in the text by picking out parts of the narrative: characters; setting; plot; theme; sequence of story; point of view; what is the beginning, middle, and end of story.

**LA#18** Students will identify facts, opinions, or tools of persuasion in the text by having children identify the objects in the illustrations of the book and discuss how the pictures show events that happen and visually explain the words on the page.

**3.a LA#8** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**ThA#4** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate,

evaluate, or exchange ideas with a focus on texts increasing complexity and length by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#3** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by writing and illustrating a book about skating and the different moves.

**W#4** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by creating a play from the book.

**W#7** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will use and reflect on an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to express communicate, evaluate, or exchange ideas with a focus on texts increasing complexity and length by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**3.b LA#8** Students will compose descriptive texts using specific details and vivid language by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx

was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**ThA#4** Students will compose descriptive texts using specific details and vivid language by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#3** Students will compose descriptive texts using specific details and vivid language by writing and illustrating a book about skating and the different moves.

**W#4** Students will compose descriptive texts using specific details and vivid language by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will compose descriptive texts using specific details and vivid language by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will compose descriptive texts using specific details and vivid language by creating a play from the book.

**W#7** Students will compose descriptive texts using specific details and vivid language by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will compose descriptive texts using specific details and vivid language by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will compose descriptive texts using specific details and vivid language by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will compose descriptive texts using specific details and vivid language by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**3.c LA#8** Students will compose narrative text relating an event with a clear beginning, middle, and end by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**ThA#4** Students will compose narrative text relating an event with a clear beginning, middle, and end by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#3** Students will compose narrative text relating an event with a clear beginning, middle, and end by writing and illustrating a book about skating and the different moves.

**W#4** Students will compose narrative text relating an event with a clear beginning, middle, and end by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will compose narrative text relating an event with a clear beginning, middle, and end by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will compose narrative text relating an event with a clear beginning, middle, and end by creating a play from the book.

**W#7** Students will compose narrative text relating an event with a clear beginning, middle, and end by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will compose narrative text relating an event with a clear beginning, middle, and end by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will compose narrative text relating an event with a clear beginning, middle, and end by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will compose narrative text relating an event with a clear beginning, middle, and end by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**3.d LA#8** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**ThA#4** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#3** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by writing and illustrating a book about skating and the different moves.

**W#4** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological

order, cause and effect, or compare and contrast by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by creating a play from the book.

**W#7** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will compose informational text clearly expressing a main idea with supporting details, including but not limited to, text containing chronological order, cause and effect, or compare and contrast by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**3.e LA#8** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**ThA#4** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#4** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**W#3** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by writing and illustrating a book about skating and the different moves.

**W#4** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by creating a play from the book.

**W#7** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**3.f LA#8** Students will compose text based on inquiry and research by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#10** Students will compose text based on inquiry and research after researching what Lexicology is, when did it begin, and how has it helped us.

**ThA#2** Students will compose text based on inquiry and research in order to act out variations of the book - new ending, dancing not skating, other characters, different setting, different time period.

**ThA#4** Students will compose text based on inquiry and research by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#3** Students will compose text based on inquiry and research by writing and illustrating a book about skating and the different moves.

**W#4** Students will compose text based on inquiry and research by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will compose text based on inquiry and research by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#7** Students will compose text based on inquiry and research by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will compose text based on inquiry and research by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will compose text based on inquiry and research by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**4.a LA#8** Students will apply Standard English grammar to compose or edit by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#10** Students will apply Standard English grammar to compose or edit after researching what Lexicology is, when did it begin, and how has it helped us.

**ThA#4** Students will apply Standard English grammar to compose or edit by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#4** Students will apply Standard English grammar to compose or edit by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**W#3** Students will apply Standard English grammar to compose or edit by writing and illustrating a book about skating and the different moves.

**W#4** Students will apply Standard English grammar to compose or edit by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will apply Standard English grammar to compose or edit by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will apply Standard English grammar to compose or edit by creating a play from the book.

**W#7** Students will apply Standard English grammar to compose or edit by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will apply Standard English grammar to compose or edit by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will apply Standard English grammar to compose or edit by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will apply Standard English grammar to compose or edit by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**4.b LA#8** Students will apply Standard English mechanics to compose or edit by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#10** Students will apply Standard English mechanics to compose or edit after researching what Lexicology is, when did it begin, and how has it helped us.

**ThA#4** Students will apply Standard English mechanics to compose or edit by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#4** Students will apply Standard English mechanics to compose or edit by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**W#3** Students will apply Standard English mechanics to compose or edit by writing and illustrating a book about skating and the different moves.

**W#4** Students will apply Standard English mechanics to compose or edit by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will apply Standard English mechanics to compose or edit by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will apply Standard English mechanics to compose or edit by creating a play from the book.

**W#7** Students will apply Standard English mechanics to compose or edit by writing about going to the hospital and what might happen using the words in the "Dorftionary".

**W#8** Students will apply Standard English mechanics to compose or edit by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will apply Standard English mechanics to compose or edit by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will apply Standard English mechanics to compose or edit by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

**4.c LA#8** Students will apply knowledge of sentence structure in composing or editing by retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#10** Students will apply knowledge of sentence structure in composing or editing after researching what Lexicology is, when did it begin, and how has it helped us.

**ThA#4** Students will apply knowledge of sentence structure in composing or editing by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#4** Students will apply knowledge of sentence structure in composing or editing by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**W#3** Students will apply knowledge of sentence structure in composing or editing by writing and illustrating a book about skating and the different moves.

**W#4** Students will apply knowledge of sentence structure in composing or editing by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will apply knowledge of sentence structure in composing or editing by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will apply knowledge of sentence structure in composing or editing by creating a play from the book.

**W#7** Students will apply knowledge of sentence structure in composing or editing by writing about going to the hospital and what might happen using the words in the "Dorftionary".

**W#8** Students will apply knowledge of sentence structure in composing or editing by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will apply knowledge of sentence structure in composing or editing by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will apply knowledge of sentence structure in composing or editing by writing your own secret code.

**All writing exercised associated with the Science and Social Studies activities listed on the Webbing.**

## Reading Competencies:

5. **LA#4** Students will use the process of word analysis/decoding to identify and comprehend words in context showing the word patterns by dividing the words in the “Dorftionary” into Prefix, Suffix, and Roots.

**LA#15** Students will use comprehension strategies to get information from a wide range of materials identifying analogies by picking out the rhyming (family) words, antonyms, homonyms, compound words and identify the relationship between words found in the book as you read the book aloud.

7. **LA#17** Students will use the process of word analysis/decoding to identify and comprehend words in context expanding their sight vocabulary by picking out the High Frequency and DOLCH words used in the book.

10. **LA#15** Students will use the process of word analysis/decoding to identify and comprehend words in context using figurative language/sound devices (e.g., rhyming, alliteration, onomatopoeia) by picking out the rhyming (family) words, antonyms, homonyms, compound words and identify the relationship between words found in the book as you read the book aloud.

13. **LA#2** Students will use the process of word analysis/decoding to identify and comprehend words in context to decode unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, and graphophonic/sound-symbol correspondence) by matching cards having the words from the “Dorftionary” and their syllables.

**LA#3** Students will use the process of word analysis/decoding to identify and comprehend words in context to decode unknown words using the three-cueing system (e.g., semantics/context meaning, syntax/sentence structure, and graphophonic/sound-symbol correspondence) by matching words that have the same number of syllables from the book and/or from the “Dorftionary”.

17. **LA#18** Students will use comprehension strategies to get information from a wide range of materials utilizing visual aids to completely understand the passage (e.g., sequence, cause and effect, comparison/contrast) by identifying the objects in the illustrations of the book and discuss how the pictures show events that happen and visually explain the words on the page.

21. **LA#8** Students will use comprehension strategies to get information from a wide range of materials retelling the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**ThA#1** Students will use comprehension strategies to get information from a wide range of materials retelling the story by acting out the book.

**ThA#2** Students will use comprehension strategies to get information from a wide range of materials retelling the book by acting out variations of the book - new ending, dancing not skating, other characters, different setting, different time period.

**ThA#3** Students will use comprehension strategies to get information from a wide range of materials retelling the story by playing charades - skating words, different doctors, in a hospital, etc.

**ThA#4** Students will use comprehension strategies to get information from a wide range of materials retelling the story by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will use comprehension strategies to get information from a wide range of materials retelling the story by giving a puppet show of the book.

**W#4** Students will use comprehension strategies to get information from a wide range of materials retelling the story by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will use comprehension strategies to get information from a wide range of materials retelling the story by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will use comprehension strategies to get information from a wide range of materials retelling the story by creating a play from the book.

**22. LA#9** Students will use comprehension strategies to get information from a wide range of materials describing story elements (e.g., characters, setting, plot, theme, mood/tone, conflict, and solution) by picking out parts of the narrative: characters; setting; plot; theme; sequence of story; point of view; what is the beginning, middle, and end of story.

**23.** Students will use comprehension strategies to get information from a wide range of materials while skimming and scanning to locate key information taken from the book as requested by the instructor.

**25. LA#13** Students will use comprehension strategies to get information from a wide range of materials by pointing out the parts of the book - front cover, back cover, top, bottom, author, title, illustrator, table of contents, etc.

**26. LA#1** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by writing the definitions from the "Dorftionary" in the back of the book and have the student match the correct word to definition.

**LA#2** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by matching cards having the words from the "Dorftionary" and their syllables.

**LA#3** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by matching words that have the same number of syllables from the book and/or from the “Dorftionary”.

**LA#4** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by dividing the words in the “Dorftionary” into Prefix, Suffix, and Roots.

**S#1** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying the science of Phlebotomy and how it is coming back into use and giving a written or oral report to the instructor and/or class.

**S#2** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying the science of Seismology and how scientists use it to help and giving a written or oral report to the instructor and/or class.

**S#3** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying phrenology and deciding if it is a science or not and giving a written or oral report to the instructor and/or class.

**S#4** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying and practicing the art of Cryptology - write with lemon juice, write with a white crayon or candle and water color over the writing, write your own code, etc.

**S#5** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying what borax is and how it is useful and giving a written or oral report to the instructor and/or class.

**S#6** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying camouflage in nature.

**S#7** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying and growing mold and giving a written or oral report to the instructor and/or class.

**S#8** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying how a MRI works and what are they used for and giving a written or oral report to the instructor and/or class.

**S#9** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying how a CAT scan works and what are they used for and giving a written or oral report to the instructor and/or class.

**S#10** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying how a X-Ray works and what are they used for and giving a written or oral report to the instructor and/or class.

**S#11** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by studying what Meteorology is and how knowing about the weather helps us and giving a written or oral report to the instructor and/or class.

**SS#1** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching famous skaters - the Olympics - and giving a written or oral report to the instructor and/or class.

**SS#2** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching what jobs are available for people who skate and giving a written or oral report to the instructor and/or class.

**SS#3** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching what safety equipment is needed for skaters and why and giving a written or oral report to the instructor and/or class.

**SS#4** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching what is needed to and setting up a store to sell skates - posters advertising, how store would look inside, etc.

**SS#5** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching skating rinks and their effect on the young people at that time and giving a written or oral report to the instructor and/or class.

**SS#6a** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching meteorology and giving a written or oral report to the instructor and/or class.

**SS#6b** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching phlebotomy and giving a written or oral report to the instructor and/or class.

**SS#6c** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching eschatology and giving a written or oral report to the instructor and/or class.

**SS#6d** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching seismology and giving a written or oral report to the instructor and/or class.

**SS#6e** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching Egyptology and giving a written or oral report to the instructor and/or class.

**SS#6f** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching phrenology and giving a written or oral report to the instructor and/or class.

**SS#6g** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching lexicology and giving a written or oral report to the instructor and/or class.

**SS#6h** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching cryptology and giving a written or oral report to the instructor and/or class.

**SS#6i** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching mythology and giving a written or oral report to the instructor and/or class.

**SS#7** Students will use comprehension strategies to get information from a wide range of materials by identifying and utilizing a variety of resource texts (e.g., dictionary, thesaurus, encyclopedia, atlas, computer) by researching Jehoshaphat and the land of Judah and giving a written or oral report to the instructor and/or class.

**28.** Students will identify the author's purpose (e.g., inform, entertain, persuade, describe) after reading ***The Fib: A Wordy Tale*** and various types of literary selections (genres – e.g., fiction, nonfiction, biographies, poetry).

**30. LA#5** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge

of the differences among the genres of fiction, non-fiction, poetry, and plays by discussing Fact vs. Fiction - Cryptozoology is the study of unknown species  
**Fact** - skating moves, doctors listed, CAT scans, MRI, etc.; **Fiction** - could all the doctors do what might be needed, characters real.

**ThA#4** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge of the differences among the genres of fiction, non-fiction, poetry, and plays by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#3** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge of the differences among the genres of fiction, non-fiction, poetry, and plays by writing and illustrate a book about skating and the different moves.

**W#4** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge of the differences among the genres of fiction, non-fiction, poetry, and plays by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge of the differences among the genres of fiction, non-fiction, poetry, and plays by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge of the differences among the genres of fiction, non-fiction, poetry, and plays by creating a play from the book.

**W#7** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge of the differences among the genres of fiction, non-fiction, poetry, and plays by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge of the differences among the genres of fiction, non-fiction, poetry, and plays by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will show knowledge of the differences among the genres of fiction, non-fiction, poetry, and plays by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**31. LA#8** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will retell the story - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time

period: Medieval, Egyptian, 2030, creating a genres (e.g., fiction, non-fiction, biography, poetry).

**S#1** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study the science of Phlebotomy and how it is coming back into use and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**S#2** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study the science of Seismology and how scientists use it to help us and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**S#5** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study what borax is and how it is useful to us and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**S#7** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study and grow mold as in Maxx’s house and relate how it is useful to us and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**S#8** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study how a MRI work and how it is useful to us and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**S#9** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study how a CAT scan work and how it is useful to us and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**S#10** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study how a X-Ray works and how it is useful to us and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**S#11** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study Meteorology and how knowing about the weather helps us and give a written or oral report to the instructor and/or class.

**SS#1** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research famous skaters – the Olympics – and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#2** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research jobs available to skaters and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#3** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research safety equipment used by skaters relating it to real-life situations by give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#4** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will set up a store to sell skates - posters advertising, how store would look inside, etc. and give a written or oral story to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#5** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research skating rinks and their effect on the young people at that time and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6a** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research meteorology answering the question “Is it helpful to us?” and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6b** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research phlebotomy and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6c** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research eschatology and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6d** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research seismology and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6e** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research Egyptology and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6f** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research phrenology and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6g** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research lexicology and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6h** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research cryptology and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**SS#6i** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research mythology and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**ThA#4** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will write a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**W#3** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will write and illustrate a book about skating and the different moves and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**W#4** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will write a new story having different ending, characters, dancing or skate boarding instead of skating and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**W#7** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will write about going to the hospital and what might happen using the words in the “Dorftionary” and give a written or oral report to the instructor and/or class creating a genres (e.g., fiction, non-fiction, biography, poetry).

**32. LA#20** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) and picking out the literary devises used by the author (similes, metaphors, personifications, idioms, etc.), the student will identify the author’s purpose (e.g., inform, entertain, persuade, describe).

**33. LA#8** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will retell the story - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030, connecting the literature to real-life situations.

**S#1** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study the science

of Phlebotomy and how it is coming back into use connecting the literature to real-life situations and giving a written or oral report to the instructor and/or class.

**S#2** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study the science of Seismology and how scientists use it to help us connecting the literature to real-life situations and giving a written or oral report to the instructor and/or class.

**S#5** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study what borax is and how it is useful to us connecting the literature to real-life situations and giving a written or oral report to the instructor and/or class.

**S#7** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study and grow mold as in Maxx's house and relate how it is useful to us connecting the literature to real-life situations and giving a written or oral report to the instructor and/or class.

**S#8** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study how a MRI work and how it is useful to us connecting the literature to real-life situations and giving a written or oral report to the instructor and/or class.

**S#9** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study how a CAT scan work and how it is useful to us connecting the literature to real-life situations and giving a written or oral report to the instructor and/or class.

**S#10** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study how a X-Ray works and how it is useful to us connecting the literature to real-life situations and giving a written or oral report to the instructor and/or class.

**S#11** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will study Meteorology and how knowing about the weather helps us and giving a written or oral report to the instructor and/or class.

**SS#1** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research famous skaters – the Olympics – and give a written or oral report to the instructor and/or class.

**SS#2** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research jobs available to skaters and give a written or oral report to the instructor and/or class.

**SS#3** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research safety equipment used by skaters relating it to real-life situations by give a written or oral report to the instructor and/or class.

**SS#4** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will set up a store to sell skates - posters advertising, how store would look inside, etc. using real-life situations.

**SS#5** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research skating rinks and their effect on the young people at that time relating it to real-life situations by giving a written or oral report to the instructor and/or class.

**SS#6a** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research meteorology relating it to real-life situations and give a written or oral report to the instructor and/or class.

**SS#6b** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research phlebotomy relating it to real-life situations and give a written or oral report to the instructor and/or class.

**SS#6c** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research eschatology relating it to real-life situations and give a written or oral report to the instructor and/or class.

**SS#6d** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research seismology relating it to real-life situations and give a written or oral report to the instructor and/or class.

**SS#6e** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research Egyptology relating it to real-life situations and give a written or oral report to the instructor and/or class.

**SS#6f** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research phrenology relating it to real-life situations and give a written or oral report to the instructor and/or class.

**SS#6g** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research lexicology using it to relate real-life situations and give a written or oral report to the instructor and/or class.

**SS#6h** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research cryptology relating it to real-life situations and give a written or oral report to the instructor and/or class.

**SS#6i** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will research mythology relating it to real-life situations and give a written or oral report to the instructor and/or class.

**ThA#4** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will write a play of the book, taking into consideration different types of stages, characters, etc.; if the play was

to be done for television, radio, theatre, movie, the web relating it to real-life situations and give a written or oral report to the instructor and/or class.

**W#3** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will write and illustrate a book about skating and the different moves relating it to real-life situations and give a written or oral report to the instructor and/or class.

**W#4** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will write a new story having different ending, characters, dancing or skate boarding instead of skating relating it to real-life situations and give a written or oral report to the instructor and/or class.

**W#7** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will write about going to the hospital and what might happen using the words in the “Dorftionary” relating it to real-life situations and give a written or oral report to the instructor and/or class.

**34. LA#5** After reading and understanding various types of literary selections (genres – e.g., fiction, non fiction, biographies, poetry) the student will Discuss Fact vs. Fiction - Cryptozoology is the study of unknown species - **Fact** - skating moves, doctors listed, CAT scans, MRI, etc. - **Fiction** - could all the doctors do what might be needed, characters real showing understanding of the meaning of different passages from a selection.

**36. LA#5** After reading ***The Fib: A Wordy Tale***, the student will evaluate persuasive text, identify fact and opinion by discussing Fact vs. Fiction - Cryptozoology is the study of unknown species

**Fact** - skating moves, doctors listed, CAT scans, MRI, etc.

**Fiction** - could all the doctors do what might be needed, characters real.

**Science Competencies:** The Competencies for the Fourth Grade include **Life Science, Physical Science,** and **Earth and Space** competencies. There are eleven (11) Science activities listed in the Webbing. Although these activities are wonderful, they do not meet the subject headings for the Competencies for the Fourth Grade.

**Social Studies Competencies:** The competencies for the Fourth Grade are in **Mississippi Studies.** There are fifteen (15) Social Studies activities listed in the Webbing. Although these activities are wonderful, they do not meet the **Mississippi Studies** Competencies for the Fourth Grade.

## Theatre Arts Competencies:

**1.a ThA#3** Students collaborate to create a charades game using the different movements for skating, different doctors' activities, activities in the hospital, reactions of the community as they saw what happened, different settings, different cultures. After creating this game they would then play the game or teach it to younger students.

**ThA#4** Students would write a play from the book, taking into consideration different type stages, characters, etc.; if the play was to be done for television, radio, theatre, as a movie, or on the web.

**ThA#5** Students will write a puppet show based on the book.

**W#3** Students will write and illustrate a book about skating and the different moves involved in the sport.

**W#4** Students will re-write the story choosing a new ending, characters, perhaps dancing or skate boarding instead of skating.

**W#5** Students will write a new story where Dorf brings Maxx a pair of skates and their adventures.

**W#6** Students will write a play about going to the hospital and what might happen using the words in the "Dorftionary".

**W#7** Students will write about going to the hospital using the words in the "Dorftionary".

**W#8** Students will write a story using tautology – the needless repetition of a word, idea or statement.

**2.a LA#8** Students will retell the story using self-expression in thought, feeling, and character portrayal.

**PE#1** Students will participate in the playing of "Red Light, Green Light" using their voice and body to portray different characters or activities presented in the book.

**PE#2** Students will participate in the playing of "Simon Says" using their voice and body to portray skating moves, how characters would move, etc.

**PE#3** Students will participate in the playing of "Mother May I" using their voice and body to portray skating moves, how characters would move, etc.

**ThA#1** Students will act out the book using their voice and body to portray the book appropriately.

**ThA#2** Students will act out different endings to the book using their voice and body to portray the book appropriately.

**ThA#3** Students will play "Charades" using their voice and body to portray the characters and activities in the book appropriately.

**ThA#5** Students will write and put on a puppet show to represent the book using their voice and body to portray the book appropriately.

**2.b LA#8** Students will retell the story developing a new ending by using dialogue, movement, and acting the variety of emotional states.

**PE#1** Students will play "Red Light, Green Light" using the movements and the variety of emotional states portraying the book appropriately.

**PE#2** Students will play “Simon Says” using the movements and the variety of emotional states portraying the book appropriately.

**PE#3** Students will play “Mother May I” using the movements and the variety of emotional states portraying the book appropriately.

**ThA#1** Students will act out the book dramatizing the story through dialogue, movement, and acting a variety of emotional states shown in the book.

**ThA#2** Students will act out variations of the book through dialogue, movement, and acting a variety of emotional states taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, and the web.

**ThA#5** Students will put on a puppet show dramatizing the book through dialogue, movement of the puppets, and showing a variety of emotional states.

**3.b ThA#1** Students will act out the book considering how it would be performed upon different types of stages – proscenium, thrust, and arena.

**ThA#2** Students will act out a variety of endings to the book, using dancing instead of skating, using different characters, using different settings, and how to perform upon different types of stages – proscenium, thrust, and arena.

**ThA#4** Students will write a play of the book utilizing different types of stages – proscenium, thrust, and arena.

**ThA#5** Students will write and perform a puppet show utilizing different types of stages – proscenium, thrust, and arena.

**3.c ThA#1** Students will act out the book developing an understanding of visual elements (space, color, line, shape, and texture) and aural elements (music, sound effects) to communicate place, time, and mood in the work.

**ThA#2** Students will act out variations of the book (new ending, dancing not skating, other characters, different settings) developing an understanding of visual elements (space, color, line, shape, and texture) and aural elements (music, sound effects) to communicate the changes in place, time, and mood in the work.

**ThA#4** Students will write a play of the book using visual elements (space, color, line, shape, and texture) and aural elements (music, sound effects) to enhance communication of place, time, and mood in the theatrical work.

**ThA#5** Students will write and put on a puppet show developing an understand of visual elements (space, color, line, shape, and texture) and aural elements (music, sound effects) to communicate the changes in place, time, and mood in the work.

**4.a ThA#1** Students will demonstrate knowledge of basic blocking and stage areas by acting out the book.

**ThA#2** Students will demonstrate knowledge of basic blocking and stage areas by acting out variations of the book – new ending, dancing not skating, other characters, different setting, time period.

**ThA#4** Students will demonstrate knowledge of basic blocking and stage areas by writing and directing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will demonstrate knowledge of basic blocking and stage areas by writing and directing a puppet show of the book.

**4.b ThA#1** Students will demonstrate responsible behavior such as sharing, flexibility, and effective use of time by directing the acting out of the book.

**ThA#2** Students will demonstrate responsible behavior such as sharing, flexibility, and effective use of time by directing the acting out of variations of the book – new endings, dancing not skating, other characters, different settings.

**ThA#4** Students will demonstrate responsible behavior such as sharing, flexibility, and effective use of time by writing and directing a play of the book taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will demonstrate responsible behavior such as sharing, flexibility, and effective use of time by directing at puppet show of the book.

**4.c LA#8** Students will demonstrate an understanding of the dynamics of a character's outer action and inner thought process by retelling the story using classmates as characters, dancing not skating, skate boarding, new ending to story, a different culture or country, time period.

**ThA#1** Students will demonstrate an understanding of the dynamics of a character's outer action and inner thought process by acting out the book.

**ThA#2** Students will demonstrate an understanding of the dynamics of a character's outer action and inner thought process by acting out variations of the book – new ending, different doctors, dancing not skating, other characters, different setting, different time period.

**ThA#4** Students will demonstrate an understanding of the dynamics of a character's outer action and inner thought process by writing a play of the book , taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will demonstrate an understanding of the dynamics of a character's outer action and inner thought process by writing and putting on a puppet show.

**4.d ThA#1** Students will demonstrate various ways of staging the acting out of the book.

**ThA#2** Students will demonstrate various ways of staging the acting out of variations of the book –new ending, dancing not skating, other characters, different settings, different time periods.

**ThA#4** Students will demonstrate various ways of staging by writing out a play based on the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**ThA#5** Students will demonstrate various ways of staging by writing and putting on a puppet show of the book.

**5.a LA#6** Students will critique the re-telling of the story evaluating the theatrical experience with regard to characterization, diction, pacing, gesture, and movement.

**ThA#6** Students will critique the construction of a puppet show of the story, evaluating the theatrical experience with regard to characterization, diction, pacing, gesture, and movement.

**5.b ThA#6** Students will critique the re-telling of the story showing the impact on the audience of theatre, film television, radio, and other media.

**5.c ThA#6** Students will critique different artistic choices used in the re-telling of the story.

**ThA#6** Students will critique different artistic choices used in the creation of a puppet show of the story.

**5.d ThA#6** Students will recognize the importance of respectful, positive, and constructive criticism in the critiquing of the re-telling of the story.

**ThA#5** Students will recognize the importance of respectful, positive, and constructive criticism in the critiquing of the creation of a puppet show of the story.

**5.e ThA#6** Students will critique the fiction and non-fiction aspects of the story and understand the similarities and differences between real life and the representation of life.

**7.b LA#8** Students will re-tell and/or act out the story utilizing different endings, characters, settings, time periods, activities, varying theatre styles according to culture, time and place.

**ThA#5** Students will write and put on a puppet show of the story utilizing different endings, characters, settings, time periods, activities, varying theatre styles according to culture, time and place.

**8.a LA#8** Students will articulate emotional responses to the whole, as well as parts of, the dramatic performance of the story.

**ThA#2** Students will articulate emotional responses to the whole, as well as parts of, the dramatic performance of the story altering the characters, setting, time period, actions, and/or ending of the story.

**ThA#3** Students will articulate emotional responses to the whole, as well as parts of, the dramatic performance of the story by the playing of “Charades” relating to the story.

**8.b ThA#6** Students will understand and value how individual emotional responses to art may vary by critiquing the performances of the book.

**9.a ThA#1** Students will break into small groups and use problem solving and cooperative skills to dramatize the book.

**ThA#2** Students will break into small groups and use problem solving and cooperative skills to dramatize the book utilizing different endings, characters, settings, time periods, activities, varying theatre styles according to culture, time and place.

**ThA#4** Students will break into small groups and use problem solving and cooperative skills to dramatize the book developing a puppet show utilizing different endings, characters, settings, time periods, activities, varying theatre styles according to culture, time and place.

**ThA#5** Students will break into small groups and use problem solving and cooperative skills to dramatize the book taking into consideration different types of stages, characters, etc; if the play was to be done for television, radio, theatre, movie, the web.

## Visual Arts Competencies:

**1.a VA #1** Students will break into small groups and study the art of camouflage by dissimulating an object. Construct your own design using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA#3** Students will break into small groups and construct skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will break into small groups and develop an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will break into small groups and make a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will break into small groups and make puppets of the characters and put on a puppet show. After completion have a classroom critique.

**VA#7** Students will break into small groups and design and construct a puppet theatre. After completion have a classroom critique.

**VA#8** Students will break into small groups and design and construct a theatre for the play written. After completion have a classroom critique.

**VA#9** Students will break into small groups and study the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to page of the book.

**VA#10** Students will break into small groups and draw pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** Students will break into small groups and use drawing and painting programs of the computer. After completion have a classroom critique.

**VA#12** Students will break into small groups and discuss the color combinations used in the book.

**VA#13** Students will break into small groups and point out and discuss the types of lines - straight, curved, diagonal, wavy, etc. - used in the book.

**VA#14** Students will break into small groups and point out and discuss the different shapes used to create recognizable images in the book.

**VA#15** Students will break into small groups and compare the works of the book's illustrator to the works of Hieronymus Bosch.

**VA#16** Students will break into small groups and discuss how the author is also an illustrator.

**1.b VA#1** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while studying the art of camouflage by

dissimulating an object. Construct your own design using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA#2** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while painting using skates. After completion have a classroom critique.

**VA#3** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while constructing a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while making puppets of the characters and putting on a puppet show. After completion have a classroom critique.

**VA#7** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while designing and constructing a puppet theatre. After completion have a classroom critique.

**VA#8** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while designing and constructing a theatre for the play written. After completion have a classroom critique.

**VA#10** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** Students will demonstrate safety, recycling, and conservation in the use of tools, materials, and equipment while using drawing and painting programs of the computer. After completion have a classroom critique.

**1.c VA#1** Students will demonstrate increased manipulative skills after studying the art of camouflage by dissimulating an object and constructing their own design using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA#2** Students will demonstrate increased manipulative skills by painting using skates. After completion have a classroom critique.

**VA#3** Students will demonstrate increased manipulative skills by constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will demonstrate increased manipulative skills by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will demonstrate increased manipulative skills by constructing a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will demonstrate increased manipulative skills by making puppets of the characters and putting on a puppet show. After completion have a classroom critique.

**VA#7** Students will demonstrate increased manipulative skills by designing and constructing a puppet theatre. After completion have a classroom critique.

**VA#8** Students will demonstrate increased manipulative skills by designing and constructing a theatre for the play written. After completion have a classroom critique.

**VA#10** Students will demonstrate increased manipulative skills by drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** Students will demonstrate increased manipulative skills by using drawing and painting programs of the computer. After completion have a classroom critique.

**1.d VA#1** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of constructing their own design of camouflage using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA#2** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of painting using skates. After completion have a classroom critique.

**VA#3** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of constructing a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of making puppets of the characters and putting on a puppet show. After completion have a classroom critique.

**VA#7** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of designing and constructing a puppet theatre. After completion have a classroom critique.

**VA#8** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of designing and constructing a theatre for the play written. After completion have a classroom critique.

**VA#10** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#12** Students will demonstrate knowledge of how to select media, tools, and techniques to communicate the intended purpose and meaning of using drawing and painting programs of the computer. After completion have a classroom critique.

**2.b VA#1** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design after studying the art of camouflage by dissimulating an object and constructing their own design using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA#3** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design by constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design by making a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design by making puppets of the characters and putting on a puppet show. After completion have a classroom critique.

**VA#7** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design by designing and constructing a puppet theatre. After completion have a classroom critique.

**VA#8** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design by designing and constructing a theatre for the play written. After completion have a classroom critique.

**VA#9** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design in studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to comparable page of the book.

**VA#10** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design in drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design in the use of drawing and painting programs of the computer. After completion have a classroom critique.

**VA#12** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design by discussing the color combinations used in the book.

**VA#13** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design discussing the types of lines – straight, curved, diagonal, wavy, etc. – used in the book.

**VA#14** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design discussing the different shapes used to create recognizable images in the book.

**VA#15** Students will show ways to achieve emphasis in a work of art using the elements of art and principles of design in comparing the illustrations in the book to the works of Hieronymus Bosch.

**2.c VA#1** Students will show ways line quality add meaning to their work in studying the art of camouflage by dissimulating an object. Construct their own design using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA#2** Students will show ways line quality add meaning to their work in a painting created using skates.

**VA#3** Students will show ways line quality add meaning to their work in creating skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will show ways line quality add meaning to their work developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will show ways line quality add meaning to their work in the creation of a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will show ways line quality add meaning to their work in the construction of puppets of the characters. After completion have a classroom critique.

**VA#7** Students will show ways line quality add meaning to their work in the construction of a puppet theatre. After completion have a classroom critique.

**VA#8** Students will show ways line quality add meaning to their work in the design of a theatre for the play that was written. After completion have a classroom critique.

**VA#9** Students will show ways line quality add meaning to their work in the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to the page in the book.

**VA#10** Students will show ways line quality add meaning to their work in the drawings created of Maxx's description of his house. After completion have a classroom critique.

**VA#11** Students will show ways line quality add meaning to their work in creations done using drawing and painting programs of the computer. After completion have a classroom critique.

**VA#13** Students will show ways line quality add meaning to the illustrations in the book.

**VA#15** Students will show ways line quality add meaning to their work in the comparison of the works of the illustrations and the works of Hieronymus Bosch.

**2.d VA#1** Students will recognize the elements of art and principles of design – line, two-dimensional shape, three-dimensional form, color, texture, value, and space – in the construction of their own camouflage design using drawing, painting, 3-dimensional works, computer designs, after studying camouflage. After completion have a classroom critique.

**VA#2** Students will recognize the elements of art and principles of design – line, two-dimensional shape, three-dimensional form, color, texture, value, and space – in the construction of a painting using skates. After completion have a classroom critique.

**VA#3** Students will recognize the elements of art and principles of design – line, two-dimensional shape, three-dimensional form, color, texture, value, and space – in creating skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will recognize the elements of art and principles of design – line, two-dimensional shape, three-dimensional form, color, texture, value, and space – in developing an advertisement for:

- a. the sale of skates
- b. a store selling skates

- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in the creation of a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in the construction of puppets of the characters. After completion have a classroom critique.

**VA#7** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in the construction of a puppet theatre. After completion have a classroom critique.

**VA#8** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in the design of a theatre for the play that was written. After completion have a classroom critique.

**VA#9** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to the page in the book.

**VA#10** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in the drawings created of Maxx's description of his house. After completion have a classroom critique.

**VA#11** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in creations done using drawing and painting programs of the computer. After completion have a classroom critique.

**VA#12** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in the illustrations in the book.

**VA#13** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in discussing the types of lines used in the illustrations of the book.

**VA#14** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in discussing the different shapes used to create the images in the book.

**VA#15** Students will recognize the elements of art and principles of design  
 – line, two-dimensional shape, three-dimensional form, color, texture, value, and space  
 – in comparing the other works of the book's illustrator to the works of Hieronymus Bosch.

**2.e VA#1** Students will use symmetrical and asymmetrical balance in creating a camouflage design after studying the art of camouflage by dissimulating an object. After completion have a classroom critique.

**VA#2** Students will use symmetrical and asymmetrical balance in the construction of a painting using skates. After completion have a classroom critique.

**VA#3** Students will use symmetrical and asymmetrical balance in the creating of skates from boxes, wheels, laces, juice tops (frozen or bottles), and dowels. After completion have a classroom critique.

**VA#4** Students will use symmetrical and asymmetrical balance in the developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will use symmetrical and asymmetrical balance in the creation of a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will use symmetrical and asymmetrical balance in the construction of puppets of the characters. After completion have a classroom critique.

**VA#7** Students will use symmetrical and asymmetrical balance in the construction of a puppet theatre. After completion have a classroom critique.

**VA#8** Students will use symmetrical and asymmetrical balance in the design of a theatre for the play that was written. After completion have a classroom critique.

**VA#10** Students will use symmetrical and asymmetrical balance in the drawings created of Maxx's description of his house. After completion have a classroom critique.

**VA#11** Students will use symmetrical and asymmetrical balance in the creations done using drawing and painting programs of the computer. After completion have a classroom critique.

**2.f VA#3** Students will select subject matter, symbols, and ideas to communicate the meaning in the creating of skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will select subject matter, symbols, and ideas to communicate the meaning in developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will select subject matter, symbols, and ideas to communicate the meaning in the creation of a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will select subject matter, symbols, and ideas to communicate the meaning in the construction of puppets of the characters. After completion have a classroom critique.

**VA#7** Students will select subject matter, symbols, and ideas to communicate the meaning in the construction of a puppet theatre. After completion have a classroom critique.

**VA#8** Students will select subject matter, symbols, and ideas to communicate the meaning in the design of a theatre for the play that was written. After completion have a classroom critique.

**VA#10** Students will select subject matter, symbols, and ideas to communicate the meaning in the creations done using drawing and painting programs of the computer. After completion have a classroom critique.

**VA#11** Students will select subject matter, symbols, and ideas to communicate the meaning in the creations done using drawing and painting programs of the computer. After completion have a classroom critique.

**VA#12** Students will select subject matter, symbols, and ideas to communicate the meaning in discussing the types of lines used in the illustrations of the book.

**VA#13** Students will select subject matter, symbols, and ideas to communicate the meaning in discussing the types of lines used in the illustrations of the book.

**VA#14** Students will select subject matter, symbols, and ideas to communicate the meaning in discussing the different shapes used to create the images in the book.

**VA#15** Students will select subject matter, symbols, and ideas to communicate the meaning in discussing the different shapes used to create the images in the book.

**2.g VA#1** Students will show knowledge of the difference between tactile and visual textures in the construction of a camouflage pattern developed after studying the art of camouflage by dissimulating an object. After completion have a classroom critique.

**VA#3** Students will show knowledge of the difference between tactile and visual textures in the construction of skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will show knowledge of the difference between tactile and visual textures in the developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will show knowledge of the difference between tactile and visual textures in the construction of puppets of the characters. After completion have a classroom critique.

**VA#6** Students will show knowledge of the difference between tactile and visual textures in the construction of a puppet theatre. After completion have a classroom critique.

**VA#7** Students will show knowledge of the difference between tactile and visual textures in the design of a theatre for the play that was written. After completion have a classroom critique.

**VA#8** Students will show knowledge of the difference between tactile and visual textures in the drawings created of Maxx's description of his house. After completion have a classroom critique.

**VA#10** Students will show knowledge of the difference between tactile and visual textures in the creations done using drawing and painting programs of the computer. After completion have a classroom critique.

**VA#11** Students will show knowledge of the difference between tactile and visual textures in the illustrations in the book.

**VA#12** Students will show knowledge of the difference between tactile and visual textures in the comparing of the other works of the book's illustrator to the works of Hieronymus Bosch.

**2.h VA#1** Students will show the ability to produce tints, shades, and tones in the creation of a camouflage pattern developed after studying the art of camouflage by dissimulating an object. After completion have a classroom critique.

**VA#3** Students will show the ability to produce tints, shades, and tones in the creation of skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will show the ability to produce tints, shades, and tones in the creation of an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will show the ability to produce tints, shades, and tones in the creation of a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will show the ability to produce tints, shades, and tones in the creation of puppets of the characters. After completion have a classroom critique.

**VA#7** Students will show the ability to produce tints, shades, and tones in the creation of a puppet theatre. After completion have a classroom critique.

**VA#8** Students will show the ability to produce tints, shades, and tones in the design and construction of a theatre for the play written about the book. After completion have a classroom critique.

**VA#10** Students will show the ability to produce tints, shades, and tones in the creation of drawings of Maxx's house as he describes it. After completion have a classroom critique.

**VA#11** Students will show the ability to produce tints, shades, and tones in the creation of works using computer drawing and painting programs. After completion have a classroom critique.

**VA#12** Students will show the ability to produce tints, shades, and tones in during a discussion of those used in the book.

**3.a VA #1** Students will show an understanding of why certain colors are used to evoke emotional responses through the study of and development of their own camouflage. After completion have a classroom critique.

**VA #4** Students will show an understanding of why certain colors are used to evoke emotional responses through the development of advertisements for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA #9** Students will show an understanding of why certain colors are used to evoke emotional responses through the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to the page in the book.

**VA #11** Students will show an understanding of why certain colors are used to evoke emotional responses through the use of drawing and painting programs on the computer. After completion have a classroom critique.

**VA #12** Students will show an understanding of why certain colors are used to evoke emotional responses through discussions of the artist's use of color in the book.

**VA #15** Students will show an understanding of why certain colors are used to evoke emotional responses through the comparison of the other works of the illustrator and the other works of Heronymus Bosch.

**3.b VA #1** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by studying and constructing their own camouflage. After completion have a classroom critique.

**VA #2** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by creating a work of art and painting with skates. After completion have a classroom critique.

**VA #3** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by constructing skates from boxes,

wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA #4** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA #5** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by making a mural with skating moves on it. After completion have a classroom critique.

**VA #6** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by making puppets of the characters and put on a puppet show. After completion have a classroom critique.

**VA #7** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by designing and constructing a puppet theatre. After completion have a classroom critique.

**VA #8** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by designing and constructing a puppet theatre. After completion have a classroom critique.

**VA # 10** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA #11** Students will show an understanding of techniques used to create actual or implied texture (roughness or smoothness) by using drawing and painting programs of the computer. After completion have a classroom critique.

**3.c VA #1** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork after studying the art of camouflage by dissimulating an object. Construct your own design using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA #3** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA #4** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition

d. a skating rink

After completion have a classroom critique.

**VA#5** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by making a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by making puppets of the characters and putting on a puppet show. After completion have a classroom critique.

**VA#7** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by designing and constructing a puppet theatre. After completion have a classroom critique.

**VA#8** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by designing and constructing a theatre for the play written. After completion have a classroom critique.

**VA#9** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by using the drawing and painting programs of the computer. After completion have a classroom critique.

**VA#15** Students will describe how different materials, techniques, and processes can be used to create different effects in works of art and apply to the creation of artwork by comparing the works of the book's illustrator to the works of Hieronymus Bosch.

**4.a VA#1** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after studying the art of camouflage and constructing your own design using drawing, painting, 3-dimensional works, computer designs.

**VA#2** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after painting using skates.

**VA#3** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the

work created after constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels.

**VA#4** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#5** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after make a mural with skating moves on it.

**VA#6** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after making puppets of the characters and putting on a puppet show.

**VA#7** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after designing and constructing a puppet theatre.

**VA#8** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after designing and constructing a theatre for the play written.

**VA#9** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to page of the book.

**VA#10** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after drawing pictures of how Maxx describes his house.

**VA#11** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created after using drawing and painting programs on the computer.

**VA#12** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created by the artist using color combinations in the book.

**VA#13** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created by the artist using the different types of lines - straight, curved, diagonal, wavy, etc. - in the book.

**VA#14** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the work created by the artist using different Discuss shapes used to create recognizable images in the book.

**VA#15** Students will utilize art vocabulary (color, shape, line, texture, balance, contrast, repetition, emphasis, proportion, unity) to describe or critique the works of the book's illustrator to the works of Hieronymus Bosch.

**4.b VA#1** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, after studying the art of camouflage by dissimulating an object, constructing their own design using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA#2** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by painting using skates. After completion have a classroom critique.

**VA#3** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- e. a skating rink

After completion have a classroom critique.

**VA#5** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by making a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by making puppets of the characters and put on a puppet show. After completion have a classroom critique.

**VA#7** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by designing and constructing a puppet theatre. After completion have a classroom critique.

**VA#8** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by designing and constructing a theatre for the play written. After completion have a classroom critique.

**VA#9** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through

concentration and focus, by studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by the use drawing and painting programs on the computer. After completion have a classroom critique.

**VA#12** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by discussing the color combinations used in the book.

**VA#13** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by pointing out and discussing the types of lines - straight, curved, diagonal, wavy, etc. - used in the book.

**VA#14** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by discussing the different shapes used to create recognizable images in the book.

**VA#15** Students will show perceptual skills and use visual arts vocabulary while creating and studying works of art, developing observation skills through concentration and focus, by comparing the works of the book's illustrator to the works of Hieronymus Bosch.

**4.c VA#1** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by constructing their own design using drawing, painting, 3-dimensional works, computer designs, after studying the art of camouflage by dissimulating an object. After completion have a classroom critique.

**VA#2** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by painting using skates. After completion have a classroom critique.

**VA#3** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition

d. a skating rink

After completion have a classroom critique.

**VA#5** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by making a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by making puppets of the characters and put on a puppet show. After completion have a classroom critique.

**VA#7** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by designing and constructing a puppet theatre. After completion have a classroom critique.

**VA#8** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by designing and constructing a theatre for the play written. After completion have a classroom critique.

**VA#9** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by the use drawing and painting programs on the computer. After completion have a classroom critique.

**VA#12** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by discussing the color combinations used in the book.

**VA#13** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by pointing out and discussing the types of lines - straight, curved, diagonal, wavy, etc. - used in the book.

**VA#14** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by discussing the different shapes used to create recognizable images in the book.

**VA#15** Students will show knowledge of the differences among visual characteristics and purposes of art for the conveying of ideas by comparing the works of the book's illustrator to the works of Hieronymus Bosch.

**5.a VA#1** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced after studying the art of camouflage by dissimulating an object and constructing their own design using drawing, painting, 3-dimensional works, computer designs.

**VA#2** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate

ideas, actions, and emotions in artwork by critiquing art produced by painting using skates.

**VA#3** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced after constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels.

**VA#4** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced after developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#5** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced by making a mural with skating moves on it.

**VA#6** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced by making puppets of the characters and put on a puppet show.

**VA#7** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced by designing and constructing a puppet theatre.

**VA#8** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced by designing and constructing a theatre for the play written.

**VA#9** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing the artwork after studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced by drawing pictures of how Maxx describes his house.

**VA#11** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced after using drawing and painting programs on the computer.

**VA#12** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art produced by the author in the color combinations used in the book.

**VA#13** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing the illustrators works after pointing out and discussing the types of lines - straight, curved, diagonal, wavy, etc. - used in the book.

**VA#14** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing the different shapes used to create recognizable images in the book.

**VA#15** Students will recognize critical processes in the examination of art and design through the use of reading, writing, and speaking skills to communicate ideas, actions, and emotions in artwork by critiquing art of the book's illustrator to the works of Hieronymus Bosch.

**5.b VA#1** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced after studying the art of camouflage by dissimulating an object and constructing their own design using drawing, painting, 3-dimensional works, computer designs.

**VA#2** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced by painting using skates.

**VA#3** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing after constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels.

**VA#4** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing after developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#5** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced by making a mural with skating moves on it.

**VA#6** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced by making puppets of the characters and put on a puppet show.

**VA#7** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced by designing and constructing a puppet theatre.

**VA#8** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced by designing and constructing a theatre for the play written.

**VA#9** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing the artwork after studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced by drawing pictures of how Maxx describes his house.

**VA#11** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced after using drawing and painting programs on the computer.

**VA#12** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art produced by the author in the color combinations used in the book.

**VA#13** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing the illustrators works after pointing out and discussing the types of lines - straight, curved, diagonal, wavy, etc. - used in the book.

**VA#14** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing the different shapes used to create recognizable images in the book.

**VA#15** Students will recognize critical processes that are both knowledge-based and personal appraisals in the examination of art and design through critiquing art of the book's illustrator to the works of Hieronymus Bosch.

**5.c VA#1** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced after studying the art of camouflage by dissimulating an object and constructing their own design using drawing, painting, 3-dimensional works, computer designs.

**VA#2** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced by painting using skates.

**VA#3** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing after constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels.

**VA#4** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing after developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#5** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced by making a mural with skating moves on it.

**VA#6** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced by making puppets of the characters and put on a puppet show.

**VA#7** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced by designing and constructing a puppet theatre.

**VA#8** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced by designing and constructing a theatre for the play written.

**VA#9** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing the artwork after studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced by drawing pictures of how Maxx describes his house.

**VA#11** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced after using drawing and painting programs on the computer.

**VA#12** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art produced by the author in the color combinations used in the book.

**VA#13** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing the illustrators works after pointing out and discussing the types of lines - straight, curved, diagonal, wavy, etc. - used in the book.

**VA#14** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing the different shapes used to create recognizable images in the book.

**VA#15** Students will justify opinions about the merit of a work of art and design through the examination of works of art and design by critiquing art of the book's illustrator to the works of Hieronymus Bosch.

**6.b VA#9** Students will show an understanding of the importance of artists in different cultures, times, and places, and their contribution to the school environment through the study and critiquing the work of Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to the page of the book.

**VA#15** Students will show an understanding of the importance of artists in different cultures, times, and places, and their contribution to the school environment through the comparison of the works of the book's illustrator to the works of Hieronymus Bosch.

**VA#16** Students will show an understanding of the importance of artists in different cultures, times, and places, and their contribution to the school environment through a discussion of how the author is also an illustrator.

**8.a VA#9** Students will show a knowledge of the differences and similarities among works of art and design from different cultures, times, and places after studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to page of the book.

**VA#15** Students will show a knowledge of the differences and similarities among works of art and design from different cultures, times, and places by comparing the works of the book's illustrator to the works of Hieronymus Bosch.

**8.d VA#9** Students will describe how people's experiences influence the development of specific works of art after studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to page of the book.

**VA#15** Students will describe how people's experiences influence the development of specific works of the illustrator of the book and compare them to the works of Hieronymus Bosch.

**9.a VA#9** Students will understand "What is art?" by comparing the purposes for the creation of *The Temptation of St. Anthony* by Hieronymus Bosch and the page of the book.

**VA#15** Students will understand "What is art?" by comparing the illustrator's other works and the works of Hieronymus Bosch.

**10.a VA#1** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by constructing their own camouflage designs, after studying the art of camouflage, using drawing, painting, 3-dimensional works, computer designs. After completion have a classroom critique.

**VA#2** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by painting using skates. After completion have a classroom critique.

**VA#3** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels. After completion have a classroom critique.

**VA#4** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by developing an advertisement for:

- a. the sale of skates

- b. a store selling skates
- c. a skate competition
- d. a skating rink

After completion have a classroom critique.

**VA#5** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by making a mural with skating moves on it. After completion have a classroom critique.

**VA#6** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by making puppets of the characters and putting on a puppet show. After completion have a classroom critique.

**VA#7** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by designing and constructing a puppet theatre. After completion have a classroom critique.

**VA#8** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by designing and constructing a theatre for the play written. After completion have a classroom critique.

**VA#9** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by studying the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by drawing pictures of how Maxx describes his house. After completion have a classroom critique.

**VA#11** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by the use of drawing and painting programs on the computer. After completion have a classroom critique.

**VA#15** Students will understand that people respect, value, and derive meaning from art differently by responding to art created by comparing the works of the book's illustrator to the works of Hieronymus Bosch.

**10.b VA#1** Students will know that artwork has different meanings for different people by critiquing designs created after studying the art of camouflage by using drawing, painting, 3-dimensional works, computer designs.

**VA#2** Students will know that artwork has different meanings for different people by critiquing designs created after painting using skates.

**VA#3** Students will know that artwork has different meanings for different people by critiquing designs created after constructing skates from boxes, wheels, laces, juice tops (frozen or bottles), dowels.

**VA#4** Students will know that artwork has different meanings for different people by critiquing designs created after developing an advertisement for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#5** Students will know that artwork has different meanings for different people by critiquing designs created after making a mural with skating moves on it.

**VA#6** Students will know that artwork has different meanings for different people by critiquing puppets created of the characters and putting on a puppet show.

**VA#7** Students will know that artwork has different meanings for different people by critiquing designs created for a puppet theatre and constructing a puppet theatre.

**VA#8** Students will know that artwork has different meanings for different people by critiquing designs created and construction of a theatre for the play written on the book.

**VA#9** Students will know that artwork has different meanings for different people by critiquing and comparing the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and the page of the book relating to his work.

**VA#10** Students will know that artwork has different meanings for different people by critiquing drawings made of how Maxx describes his house.

**VA#11** Students will know that artwork has different meanings for different people by critiquing works done using drawing and painting programs on the computer.

**VA#15** Students will know that artwork has different meanings for different people by critiquing the works of the book's illustrator in comparison to the works of Hieronymus Bosch.

**10.c VA#1** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing camouflage created after studying the art and constructing their own design using drawing, painting, 3-dimensional works, computer designs.

**VA#2** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing artwork done by painting using skates.

**VA#3** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing skates constructed from boxes, wheels, laces, juice tops (frozen or bottles), dowels.

**VA#4** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing an advertisement designed for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#5** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing a mural made showing skating moves on it.

**VA#6** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing puppets made of the characters and a puppet show done.

**VA#7** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing designs and the construction of a puppet theatre.

**VA#8** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing design of and constructing of a theatre for the play written about the book.

**VA#9** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing works of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing drawings of how Maxx describes his house.

**VA#11** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing artwork made with drawing and painting programs on the computer.

**VA#15** Students will know that good artwork does not necessarily evoke positive responses from the viewer by critiquing the works of the book's illustrator and the works of Hieronymus Bosch.

**10.d VA#1** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing camouflage created after studying the art and using drawing, painting, 3-dimensional works, computer designs.

**VA#2** Students will differentiate ways that works of art and design communicates ideas, actions, and emotions by critiquing a painting using skates.

**VA#3** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing skates constructed from boxes, wheels, laces, juice tops (frozen or bottles), dowels.

**VA#4** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing an advertisement designed for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#5** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing a mural created showing skating moves on it.

**VA#6** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing puppets created of the characters and a puppet show using them.

**VA#7** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing designs and the construction of a puppet theatre.

**VA#8** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing the design of and constructing of a theatre for the play written about the book.

**VA#9** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing works of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing drawings of how Maxx describes his house.

**VA#11** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing artwork made with drawing and painting programs on the computer.

**VA#15** Students will differentiate ways that works of art and design communicate ideas, actions, and emotions by critiquing the artwork of the book's illustrator and the works of Hieronymus Bosch.

**10.f VA#1** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing camouflage created after studying the art and using drawing, painting, 3-dimensional works, computer designs.

**VA#2** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing the paintings made using skates.

**VA#3** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing the skates constructed from boxes, wheels, laces, juice tops (frozen or bottles), dowels.

**VA#4** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing an advertisement designed for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#5** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing a mural created showing skating moves on it.

**VA#6** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing puppets created of the characters and a puppet show using them.

**VA#7** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing designs and the construction of a puppet theatre.

**VA#8** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing the design of and constructing of a theatre for the play written about the book.

**VA#9** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing works of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and comparing it to page of the book.

**VA#10** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing drawings of how Maxx describes his house.

**VA#11** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing artwork made with drawing and painting programs on the computer.

**VA#15** Students will demonstrate respect for their own work as well as the work of peers and other artists by critiquing the works of the book's illustrator and the works of Hieronymus Bosch.

**11.a VA#16** Students will recognize that visual arts concepts and skills are used as part of everyday life by discussing how the author can also be the illustrator.

## Writing Benchmarks:

**1. LA#1** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in the re-writing of the definitions from the “Dorftionary” located in the back of the book.

**LA#8** Students will use a variety of sentence patterns in the re-writing of the book using different characters, places, adventures, etc.

**LA#10** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about “lexicology”, what it is, when it began, and how it has helped us.

**LA#11** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in the writing of a secret code.

**S#1** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about “phlebotomy” and how its use is making a comeback.

**S#2** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about “seismology” and how scientists use it to help us.

**S#3** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about “phrenology”.

**S#4** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in making some “cryptology” of their own.

**S#5** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about borax and its usefulness.

**S#6** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about camouflage in nature.

**S#7** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about observations made while growing mold.

**S#8** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about MRIs and how they work.

**S#9** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about CAT scans and how they work.

**S#10** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about x-rays and their uses.

**S#11** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about “meteorology” and how knowing about the weather helps us.

**SS#1** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about famous skaters and the Olympics.

**SS#2** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about what jobs there are for people who skate.

**SS#3** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about the safety equipment needed for skaters.

**SS#5** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about skating rinks and their effect on the young people at the time of their use.

**SS#6** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about the study of:

- a. Meteorology
- b. Phlebotomy
- c. Eschatology
- d. Seismology
- e. Egyptology
- f. Phrenology
- g. Lexicology
- h. Cryptology
- i. Mythology

**SS#7** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about a study of Jehoshaphat and the land of Judah.

**ThA#4** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing a play of the book, taking into consideration the different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#1** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about camouflage.

**VA#4** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in developing advertisements for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#9** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to the relating page of the book.

**VA#10** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about and describing Maxx's house.

**VA#12** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about the color combinations used in the book.

**VA#13** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about the different types of line used in the book's illustrations.

**VA# 14** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about the different shapes used to create recognizable images in the book.

**VA#15** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing a comparison of the works of the books' illustrator to the works of Hieronymus Bosch.

**VA#16** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in writing about how the author is also the illustrator.

**W#1** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns in taking the "Dorftionary" in the back of the book, write a sentence using each word.

**W#3** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns by writing and illustrating a book about skating and the different moves.

**W#4** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns by creating a play from the book.

**W#7** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns by writing about going to the hospital and what might happen using the words in the "Dorftionary".

**W#8** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#10** Students will demonstrate a proficiency in the writing process by the use of a variety of sentence patterns by writing your own secret code.

**2. LA#1** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by the re-writing of the definitions from the "Dorftionary" located in the back of the book.

**LA#8** S Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by the re-writing of the book using different characters, places, adventures, etc.

**LA#10** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about "lexicology", what it is, when it began, and how it has helped us.

**LA#11** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by the writing of a secret code.

**S#1** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about “phlebotomy” and how its use is making a comeback.

**S#2** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about “seismology” and how scientists use it to help us.

**S#3** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about “phrenology”.

**S#4** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by making some “cryptology” of their own.

**S#5** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about borax and its usefulness.

**S#6** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about camouflage in nature.

**S#7** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about observations made while growing mold.

**S#8** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about MRIs and how they work.

**S#9** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about CAT scans and how they work.

**S#10** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about x-rays and their uses.

**S#11** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about “meteorology” and how knowing about the weather helps us.

**SS#1** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about famous skaters and the Olympics.

**SS#2** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about what jobs there are for people who skate.

**SS#3** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about the safety equipment needed for skaters.

**SS#5** S Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about skating rinks and their effect on the young people at the time of their use.

**SS#6** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about the study of:

- a. Meteorology
- b. Phlebotomy
- c. Eschatology
- d. Seismology
- e. Egyptology
- f. Phrenology
- g. Lexicology
- h. Cryptology

ii. Mythology

**SS#7** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about Jehoshaphat and the land of Judea.

**ThA#4** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing a play of the book, taking into consideration the different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#1** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about camouflage.

**VA#4** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by developing advertisements for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- e. a skating rink

**VA#9** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to the relating page of the book.

**VA#10** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about and describing Maxx's house.

**VA#12** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about the color combinations used in the book.

**VA#13** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about the different types of line used in the book's illustrations.

**VA# 14** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about the different shapes used to create recognizable images in the book.

**VA#15** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing a comparison of the works of the books' illustrator to the works of Hieronymus Bosch.

**VA#16** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about how the author is also the illustrator.

**W#1** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by taking the "Dorftionary" in the back of the book, write a sentence using each word.

**W#3** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing and illustrating a book about skating and the different moves.

**W#4** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will demonstrate a proficiency in writing mechanics

(capitalization, punctuation) by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by creating a play from the book.

**W#7** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will demonstrate a proficiency in writing mechanics (capitalization, punctuation) by writing your own secret code.

**3. LA#1** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by the re-writing of the definitions from the “Dorftionary” located in the back of the book.

**LA#8** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by the re-writing of the book using different characters, places, adventures, etc.

**LA#10** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about “lexicology”, what it is, when it began, and how it has helped us.

**LA#11** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by the writing of a secret code.

**S#1** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about “phlebotomy” and how its use is making a comeback.

**S#2** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about “seismology” and how scientists use it to help us.

**S#3** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about “phrenology”.

**S#4** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by making some “cryptology” of their own.

**S#5** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about borax and its usefulness.

**S#6** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about camouflage in nature.

**S#7** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about observations made while growing mold.

**S#8** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about MRIs and how they work.

**S#9** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about CAT scans and how they work.

**S#10** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about x-rays and their uses.

**S#11** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about “meteorology” and how knowing about the weather helps us.

**SS#1** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about famous skaters and the Olympics.

**SS#2** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about what jobs there are for people who skate.

**SS#3** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about the safety equipment needed for skaters.

**SS#5** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about skating rinks and their effect on the young people at the time of their use.

**SS#6** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about the study of:

- a. Meteorology
- b. Phlebotomy
- c. Eschatology
- d. Seismology
- e. Egyptology
- f. Phrenology
- g. Lexicology
- h. Cryptology
- iii. Mythology

**SS#7** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about a study of Jehospat and the land of Judah.

**ThA#4** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing a play of the book, taking into consideration the different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#1** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about camouflage.

**VA#4** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by developing advertisements for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- f. a skating rink

**VA#9** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to the relating page of the book.

**VA#10** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about and describing Maxx's house.

**VA#12** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about the color combinations used in the book.

**VA#13** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about the different types of line used in the book's illustrations.

**VA#14** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about the different shapes used to create recognizable images in the book.

**VA#15** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing a comparison of the works of the books' illustrator to the works of Hieronymus Bosch.

**VA#16** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about how the author is also the illustrator.

**W#1** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by taking the "Dorftionary" in the back of the book, write a sentence using each word.

**W#3** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing and illustrating a book about skating and the different moves.

**W#4** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by creating a play from the book.

**W#7** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing about going to the hospital and what might happen using the words in the "Dorftionary".

**W#8** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by writing a story using tautology - the needless repetition of a word, idea or statement.

**W#10** Students will demonstrate a proficiency in the writing usage (subject-verb agreement) by the use of a variety of sentence patterns by writing your own secret code.

**4. LA#1** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics,

usage, and spelling)and critiquing the re-writing of the definitions from the “Dorftionary” located in the back of the book.

**LA#8** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing the re-writing of the book using different characters, places, adventures, etc.

**LA#10** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing the writings about “lexicology”, what it is, when it began, and how it has helped us.

**LA#11** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing the writing of a secret code.

**S#1** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about “phlebotomy” and how its use is making a comeback.

**S#2** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about “seismology” and how scientists use it to help us.

**S#3** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about “phrenology”.

**S#4** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing the making of some “cryptology” of their own.

**S#5** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about borax and its usefulness.

**S#6** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about camouflage in nature.

**S#7** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about observations made while growing mold.

**S#8** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about MRIs and how they work.

**S#9** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about CAT scans and how they work.

**S#10** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about x-rays and their uses.

**S#11** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about "meteorology" and how knowing about the weather helps us.

**SS#1** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about famous skaters and the Olympics.

**SS#2** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about what jobs there are for people who skate.

**SS#3** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about the safety equipment needed for skaters.

**SS#5** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about skating rinks and their effect on the young people at the time of their use.

**SS#6** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writing about the study of:

- a. Meteorology
- b. Phlebotomy
- c. Eschatology
- d. Seismology
- e. Egyptology
- f. Phrenology
- g. Lexicology
- h. Cryptology
- iv. Mythology

**SS#7** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about a study of Jehospat and the land of Judah.

**ThA#4** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings of a play of the book, taking into consideration the different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#1** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about camouflage.

**VA#4** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing advertisements for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- g. a skating rink

**VA#9** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to the relating page of the book.

**VA#10** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about and describing Maxx's house.

**VA#12** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about the color combinations used in the book.

**VA#13** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about the different types of line used in the book's illustrations.

**VA#14** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about the different shapes used to create recognizable images in the book.

**VA#15** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings comparing of the works of the books' illustrator to the works of Hieronymus Bosch.

**VA#16** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about how the author is also the illustrator.

**W#1** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics, usage, and spelling)and critiquing sentences written using the words from the "Dorftionary" in the back of the book.

**W#3** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other's writing by editing/proofreading (mechanics,

usage, and spelling)and critiquing a book written and illustrated about skating and its different moves.

**W#4** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings of a new story having a different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings of a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing the writing of a play from the book.

**W#7** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing writings about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing a story written using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing the written poems using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will demonstrate a proficiency in the writing process by the self-correction and correction of other’s writing by editing/proofreading (mechanics, usage, and spelling)and critiquing the writing your own secret code.

**5. LA#1** Students will develop paragraphs by writing several sentences on one topic in a logical order in the re-writing of the definitions from the “Dorftionary” located in the back of the book.

**LA#8** Students will develop paragraphs by writing several sentences on one topic in a logical order in the re-writing of the book using different characters, places, adventures, etc.

**LA#10** Students will develop paragraphs by writing several sentences on one topic in a logical order in the writings about “lexicology”, what it is, when it began, and how it has helped us.

**LA#11** Students will develop paragraphs by writing several sentences on one topic in a logical order in the writing of a secret code.

**S#1** Students will develop paragraphs by writing several sentences on one topic in a logical order in writings about “phlebotomy” and how its use is making a comeback.

**S#2** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about “seismology” and how scientists use it to help us.

**S#3** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about “phrenology”.

**S#4** Students will develop paragraphs by writing several sentences on one topic in a logical order in the making of some “cryptology” of their own.

**S#5** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about borax and its usefulness.

**S#6** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about camouflage in nature.

**S#7** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about observations made while growing mold.

**S#8** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about MRIs and how they work.

**S#9** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about CAT scans and how they work.

**S#10** S Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about x-rays and their uses.

**S#11** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about “meteorology” and how knowing about the weather helps us.

**SS#1** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about famous skaters and the Olympics.

**SS#2** S Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about what jobs there are for people who skate.

**SS#3** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about the safety equipment needed for skaters.

**SS#5** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about skating rinks and their effect on the young people at the time of their use.

**SS#6** S Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about the study of:

- a. Meteorology
- b. Phlebotomy
- c. Eschatology
- d. Seismology
- e. Egyptology
- f. Phrenology
- g. Lexicology
- h. Cryptology
- v. Mythology

**SS#7** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about a study of Jehosphat and the land of Judah.

**ThA#4 S** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing of a play of the book, taking into consideration the different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#1** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about camouflage.

**VA#4** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing advertisements for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- h. a skating rink

**VA#9** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to the relating page of the book.

**VA#10** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about and describing Maxx's house.

**VA#12** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about the color combinations used in the book.

**VA#13** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about the different types of line used in the book's illustrations.

**VA#14** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about the different shapes used to create recognizable images in the book.

**VA#15** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing comparing of the works of the books' illustrator to the works of Hieronymus Bosch.

**VA#16** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about how the author is also the illustrator.

**W#1** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing sentences using the words from the "Dorftionary" in the back of the book.

**W#3** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing a book and illustrating it about skating and its different moves.

**W#4** Students will develop paragraphs by writing several sentences on one topic in a logical order in the writing of a new story having a different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will develop paragraphs by writing several sentences on one topic in a logical order in the writing of a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will develop paragraphs by writing several sentences on one topic in a logical order in the writing of a play from the book.

**W#7** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will develop paragraphs by writing several sentences on one topic in a logical order in a story written using tautology - the needless repetition of a word, idea or statement.

**W#10** Students will develop paragraphs by writing several sentences on one topic in a logical order in writing your own secret code.

**6. LA#1** Students will use grade-level vocabulary in the re-writing of the definitions from the “Dorftionary” located in the back of the book.

**LA#8** Students will use grade-level vocabulary in the re-writing of the book using different characters, places, adventures, etc.

**LA#10** Students will use grade-level vocabulary in the writings about “lexicology”, what it is, when it began, and how it has helped us.

**LA#11** Students will use grade-level vocabulary in the writing of a secret code.

**S#1** Students will use grade-level vocabulary in writings about “phlebotomy” and how its use is making a comeback.

**S#2** Students will use grade-level vocabulary in writings about “seismology” and how scientists use it to help us.

**S#3** Students will use grade-level vocabulary in writings about “phrenology”.

**S#4** Students will use grade-level vocabulary in the making of some “cryptology” of their own.

**S#5** Students will use grade-level vocabulary in writings about borax and its usefulness.

**S#6** Students will use grade-level vocabulary in writings about camouflage in nature.

**S#7** Students will use grade-level vocabulary in writings about observations made while growing mold.

**S#8** Students will use grade-level vocabulary in writings about MRIs and how they work.

**S#9** Students will use grade-level vocabulary in writings about CAT scans and how they work.

**S#10** Students will use grade-level vocabulary in writings about x-rays and their uses.

**S#11** Students will use grade-level vocabulary in writings about “meteorology” and how knowing about the weather helps us.

**SS#1** Students will use grade-level vocabulary in writings about famous skaters and the Olympics.

**SS#2** Students will use grade-level vocabulary in writings about what jobs there are for people who skate.

**SS#3** Students will use grade-level vocabulary in writings about the safety equipment needed for skaters.

**SS#5** Students will use grade-level vocabulary in writings about skating rinks and their effect on the young people at the time of their use.

**SS#6** Students will use grade-level vocabulary in writing about the study of:

- a. Meteorology
- b. Phlebotomy
- c. Eschatology
- d. Seismology
- e. Egyptology
- f. Phrenology
- g. Lexicology
- h. Cryptology
- vi. Mythology

**SS#7** Students will use grade-level vocabulary in writings about a study of Jehospat and the land of Judah.

**ThA#4** Students will use grade-level vocabulary in writings of a play of the book, taking into consideration the different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**VA#1** Students will use grade-level vocabulary in writings about camouflage.

**VA#4** Students will use grade-level vocabulary in creating advertisements for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- i. a skating rink

**VA#9** Students will use grade-level vocabulary in writings about the study of the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and compare it to the relating page of the book.

**VA#10** Students will use grade-level vocabulary in writings about and describing Maxx's house.

**VA#12** Students will use grade-level vocabulary in writings about the color combinations used in the book.

**VA#13** Students will use grade-level vocabulary in writings about the different types of line used in the book's illustrations.

**VA#14** Students will use grade-level vocabulary in writings about the different shapes used to create recognizable images in the book.

**VA#15** Students will use grade-level vocabulary in writings comparing of the works of the books' illustrator to the works of Hieronymus Bosch.

**VA#16** Students will use grade-level vocabulary in writings about how the author is also the illustrator.

**W#1** Students will use grade-level vocabulary in sentences written using the words from the “Dorftionary” in the back of the book.

**W#3** Students will use grade-level vocabulary in the writing and illustration of a book about skating and its different moves.

**W#4** Students will use grade-level vocabulary in writings of a new story having a different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will use grade-level vocabulary in writings of a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will use grade-level vocabulary in the writing of a play from the book.

**W#7** Students will use grade-level vocabulary in writings about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will use grade-level vocabulary in a story written using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will use grade-level vocabulary in the writing of poems using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will use grade-level vocabulary in the writing of your own secret code.

**7. LA#1** Students will use the process of writing to demonstrate comprehension of what has been read from the “Dorftionary” and summarize the information in written form.

**LA#5** Students will use the process of writing to demonstrate comprehension of what has been read and summarize the information in written form comparing the fact and fiction in the book.

**LA#8** Students will use the process of writing to demonstrate comprehension of what has been read and summarize the book relating new information using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**LA#9** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form the parts of the narrative: characters; setting; plot; theme; sequence of story; point of view; what is the beginning, middle, and end of story.

**LA#10** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form what “lexicology” is and how it has helped us.

**LA#12** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form some of the great myths.

**LA#18** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form showing how the illustrations of the book relate to the words written on the page.

**S#1** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form the science of phlebotomy.

**S#2** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form the science of seismology.

**S#3** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form phrenology.

**S#4** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form the science of cryptology.

**S#5** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form what borax is and its usefulness.

**S#6** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form how camouflage is used in nature.

**S#8** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form what a MRI is and how they are used.

**S#9** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form what a CAT scan is and how they are used.

**S#10** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form what an x-ray is and how they are used.

**S#11** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form what meteorology is and how it helps us.

**SS#1** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form the information gathered on skaters and the Olympics.

**SS#2** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form what jobs are available to skaters.

**SS#3** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form the safety equipment used by skaters.

**SS#4** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written (outline) form what is needed in a store selling skates.

**SS#5** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form skating rinks.

**SS#6** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form the study of:

- a. Meteorology
- b. Phlebotomy
- c. Eschatology
- d. Seismology
- e. Egyptology
- f. Phrenology
- g. Lexicology
- h. Cryptology
- i. Mythology

**SS#7** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form who Jehoshaphat was and where he lived.

**ThA#4** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form creating a play of the book, taking into consideration different types of stages, characters, etc.; it the play was to be done for television, radio, theatre, movies, the web.

**VA#1** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form what camouflage is and construct your own.

**VA#4** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form by developing advertisements for:

- a. the sale of skates
- b. a store selling skates
- c. a skate competition
- d. a skating rink

**VA#9** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form comparing the artist Hieronymus Bosch who painted *The Temptation of St. Anthony* and the page of the book relating to the painting.

**VA#10** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form Maxx's description of his house and illustrating it.

**W#1** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form the definitions from the "Dorftionary" located in the back of the book.

**W#7** Students will use the process of writing to demonstrate comprehension of what has been read summarizing in written form going to the hospital.

**8. LA#1** Students will use the process of writing to demonstrate comprehension of what has been read by writing the definitions of the words located in the "Dorftionary" in sequential alphabetical order.

**LA#8** Students will use the process of writing to demonstrate comprehension of what has been read by rewriting the story, teacher writes on experience chart or board - using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030, and writing using sequential order.

**LA#9** Students will use the process of writing to demonstrate comprehension of what has been read by picking out parts of the narrative: characters; setting; plot; theme; sequence of story; point of view; what is the beginning, middle, and end of story, and writing them using sequential order.

**LA#11** Students will use the process of writing to demonstrate comprehension of what has been read by writing in sequential order a secret code.

**LA#13** Students will use the process of writing to demonstrate comprehension of what has been read listing the parts of a book in sequential order.

**LA#15** Students will use the process of writing to demonstrate comprehension of what has been read by writing the rhyming (family) words in sequential alphabetical order.

**S#1-11** Students will use the process of writing to demonstrate comprehension of what has been read in listing the sciences mentioned in the book in the order mentioned. Then list them in the order of discovery.

**ThA#4** Students will use the process of writing to demonstrate comprehension of what has been read writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web, using the sequential order of the book.

**W#1** Students will use the process of writing to demonstrate comprehension of what has been read by taking the “Dorftionary” in the back of the book, write a sentence using each word in alphabetical order or sequential order mentioned in the book.

**W#4** Students will use the process of writing to demonstrate comprehension of what has been read by rewriting a new story having different ending, characters, dancing or skate boarding instead of skating using sequential order for the story.

**W#5** Students will use the process of writing to demonstrate comprehension of what has been read by rewriting a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure using sequential order for the story.

**W#6** Students will use the process of writing to demonstrate comprehension of what has been read by creating a play using sequential order for the play.

**W#7** Students will use the process of writing to demonstrate comprehension of what has been read by writing about going to the hospital and what might happen using the words in the “Dorftionary” using sequential order for the story.

**9. LA#8** Students will use the process of writing to demonstrate comprehension of what has been read by identifying and writing the story elements from the retelling of the story using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**LA#9** Students will use the process of writing to demonstrate comprehension of what has been read by identifying and writing the story elements picking out parts of the narrative: characters; setting; plot; theme; sequence of story; point of view; what is the beginning, middle, and end of story.

**LA#12** Students will use the process of writing to demonstrate comprehension of what has been read by identifying and writing the story elements from some of the great myths they have read.

**10. LA#8** Students will use the process of writing to demonstrate comprehension of what has been read by retelling the story, using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**LA#12** Students will use the process of writing to demonstrate comprehension of what has been read by retelling the story of some of the great myths.

**ThA#4** Students will use the process of writing to demonstrate comprehension of what has been read by retelling the story by writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#4** Students will use the process of writing to demonstrate comprehension of what has been read by retelling the story by writing a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will use the process of writing to demonstrate comprehension of what has been read by retelling the story by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will use the process of writing to demonstrate comprehension of what has been read by retelling the story by creating a play from the book,

**W#7** Students will use the process of writing to demonstrate comprehension of what has been read by retelling the story by writing about going to the hospital and what might happen using the words in the "Dorftionary".

**W#8** Students will use the process of writing to demonstrate comprehension of what has been read by retelling the story by writing a story using tautology - the needless repetition of a word, idea or statement.

**11 LA#8** Students will use the information from a wide range of materials, organizing the content of text, media, and other printed material to construct a written

report retelling the story, using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**LA#12** Students will use the information from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report about some of the great myths they have read.

**S#1** Students will use the information gained from researching the science of phlebotomy and its current utilization, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**S#2** Students will use the information gained from researching the science of seismology and its current utilization, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**S#3** Students will use the information gained from researching the pros and cons of phrenology and is it a science, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**S#4** Students will use the information gained from researching the art of cryptology from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**S#5** Students will use the information gained from researching borax and its current utilization, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**S#8** Students will use the information gained from researching what a MRI is and its current utilization, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**S#9** Students will use the information gained from researching what a CAT scan is and its current utilization, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**S#10** Students will use the information gained from researching X-Rays and its current utilization, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**S#11** Students will use the information gained from researching the science of meteorology and its current utilization, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#1** Students will use the information gained from researching famous skaters - Olympic, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#2** Students will use the information gained from researching the jobs available for people who skate, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#3** Students will use the information gained from researching the safety equipment used for skaters, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#5** Students will use the information gained from researching the effects of skating rinks on young people of that time, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6a** Students will use the information gained from researching the study of meteorology, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6b** Students will use the information gained from researching the study of phlebotomy, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6c** Students will use the information gained from researching the study of eschatology, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6d** Students will use the information gained from researching the study of seismology, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6e** Students will use the information gained from researching the study of Egyptology, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6f** Students will use the information gained from researching the study of phrenology, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6g** Students will use the information gained from researching the study of lexicology, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6h** Students will use the information gained from researching the study of cryptology, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#6i** Students will use the information gained from researching the study of mythology, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**SS#7** Students will use the information gained from researching Jehoshaphat and the land of Judah, from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report.

**Th#4** Students will use the information gained from researching from a wide range of materials, organizing the content of text, media, and other printed material to construct a written play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#4** Students will use the information gained from researching from a wide range of materials, organizing the content of text, media, and other printed material to construct a written new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will use the information gained from researching from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report of a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will use the information gained from researching from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report creating a play from the book.

**W#7** Students will use the information gained from researching from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will use the information gained from researching from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report, a story, using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will use the information gained from researching from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report in poem form using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will use the information gained from researching from a wide range of materials, organizing the content of text, media, and other printed material to construct a written report using your own secret code.

**12 LA#8** Students will use information from a wide range of materials to develop and present a written report retelling the story, using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**LA#12** Students will use information from a wide range of materials to develop and present a written report about some of the great myths they have read.

**S#1** Students will use information from a wide range of materials to develop and present a written report on the science of phlebotomy and how it is coming back into use.

**S#2** Students will use information from a wide range of materials to develop and present a written report on the science of phlebotomy and how it is coming back into use.

**S#3** Students will use information from a wide range of materials to develop and present a written report answering the question: “Is phrenology a science?”.

**S#5** Students will use information from a wide range of materials to develop and present a written report on borax and its usefulness.

**S#6** Students will use information from a wide range of materials to develop and present a written report on camouflage in nature.

**S#7** Students will use information from a wide range of materials to develop and present a written report on the growing of mold.

**S#8** Students will use information from a wide range of materials to develop and present a written report on MRIs, how they work and what are they used for.

**S#9** Students will use information from a wide range of materials to develop and present a written report on CAT scans, how they work and what are they used for.

**S#10** Students will use information from a wide range of materials to develop and present a written report on X-Rays, how they work and what are they used for.

**S#11** Students will use information from a wide range of materials to develop and present a written report on the science of meteorology and how knowing about the weather help us.

**SS#1** Students will use information from a wide range of materials to develop and present a written report on famous skaters as those in the Olympics.

**SS#2** Students will use information from a wide range of materials to develop and present a written report on the jobs available for people who skate.

**SS#3** Students will use information from a wide range of materials to develop and present a written report on the safety equipment used by skaters.

**SS#5** Students will use information from a wide range of materials to develop and present a written report on skating rinks and the influence on the young people of that time.

**SS#6a** Students will use information from a wide range of materials to develop and present a written report on the science of meteorology.

**SS#6b** Students will use information from a wide range of materials to develop and present a written report on the science of phlebotomy.

**SS#6c** Students will use information from a wide range of materials to develop and present a written report on the science of eschatology.

**SS#6d** Students will use information from a wide range of materials to develop and present a written report on the science of seismology.

**SS#6e** Students will use information from a wide range of materials to develop and present a written report on the science of Egyptology.

**SS#6f** Students will use information from a wide range of materials to develop and present a written report on the science of phrenology.

**SS#6g** Students will use information from a wide range of materials to develop and present a written report on the science of lexicology.

**SS#6h** Students will use information from a wide range of materials to develop and present a written report on the science of cryptology.

**SS#6d** Students will use information from a wide range of materials to develop and present a written report on the science of mythology.

**SS#7** Students will use information from a wide range of materials to develop and present a written report on Jehoshaphat and the land of Judah.

**ThA#4** Students will use information from a wide range of materials to develop and present a written play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#3** Students will use information from a wide range of materials to develop and present a written and illustrated book about skating and the different moves.

**W#4** Students will use information from a wide range of materials to develop and present a written report about a new story having a different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will use information from a wide range of materials to develop and present a written report about a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will use information from a wide range of materials to develop and present a written report about a play using the book.

**W#7** Students will use information from a wide range of materials to develop and present a written report about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will use information from a wide range of materials to develop and present a written report writing a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will use information from a wide range of materials to develop and present a written report using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will use information from a wide range of materials to develop and present a written report about using and making up your own secret code.

**13** Students will critique in writing, identifying and writing the author’s purpose (inform, entertain, persuade, describe) the book ***The Fib: A Wordy Tale***.

**14** Students will critique in writing various types of literary passages and about how a passage from the book ***The Fib: A Wordy Tale*** makes him/her feel.

**15 LA#8** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, the retelling the story, using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**LA#12** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about the great myths after reading them.

**S#1** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about the science of phlebotomy and how it is coming back into use.

**S#2** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about the science of seismology and how scientists use it to help us.

**S#3** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about whether phrenology a science or not.

**S#4** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about the practice the art of cryptology writing with lemon juice, writing with a white crayon or candle and water color over the writing, writing their own code, etc

**S#5** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about borax and its usefulness.

**S#6** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about camouflage in nature.

**S#7** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about mold and how it has helped us.

**S#8** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about MRIs, how they work and what they are used for.

**S#9** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about CAT scans, how they work and what they are used for.

**S#10** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about X-Rays, how they work and what they are used for.

**S#11** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about meteorology and how does knowing it help us predict the weather.

**SS#1** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about famous skaters – the Olympics.

**SS#2** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about the jobs available for skaters.

**SS#3** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about the safety equipment used by skaters.

**SS#4** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, posters and advertising for a store to sell skates.

**SS#5** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about skating rinks and the influence on the young people of that time.

**SS#6a** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about meteorology.

**SS#6b** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about phlebotomy.

**SS#6c** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about eschatology.

**SS#6d** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about seismology.

**SS#6e** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about Egyptology.

**SS#6f** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about phrenology.

**SS#6g** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about lexicology.

**SS#6h** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about cryptology.

**SS#6i** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about mythology.

**SS#7** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, about Jehoshaphat and the land of Judah.

**ThA#4** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, when writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#1** Students will write for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe, using the “Dorftionary” in the back of the book, write a sentence containing each word.

**W#3** Students will write and illustrate a book about skating and the different moves. for various purposes, identifying and writing in the different types of compositions to inform, entertain, persuade, and describe.

**W#4** Students will write a new story having a different ending, characters, dancing or skate boarding instead of skating, for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe..

**W#5** Students will write a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure, for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe.

**W#6** Students will write, creating a play of the book, for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe.

**W#7** Students will write about going to the hospital and what might happen using the words in the “Dorftionary” for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe.

**W#8** Students will write a story using tautology - the needless repetition of a word, idea or statement - for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe.

**W#9** Students will write a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe, for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe.

**W#10** Students will write their own secret code for various purposes identifying and writing in the different types of compositions to inform, entertain, persuade, and describe.

**16 LA#8** Students will write for various audiences retelling the story, using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**LA#12** Students will write for various audiences retelling some of the great myths.

**S#1** Students will write for various audiences about the science of phlebotomy and how it is coming back into use.

**S#2** Students will write for various audiences about the science of seismology and how scientists use it to help.

**S#3** Students will write for various audiences about whether phrenology is a science or not.

**S#4** Students will write for various audiences about the science of cryptology - write with lemon juice, write with a white crayon or candle and watercolor over the writing, write your own code, etc.

**S#5** Students will write for various audiences about borax and how it is useful.

**S#6** Students will write for various audiences about camouflage in nature.

**S#7** Students will write for various audiences about mold and how it has helped us.

**S#8** Students will write for various audiences about MRIs, how they work and what they are used for.

**S#9** Students will write for various audiences about CAT scans, how they work and what they are used for.

**S#10** Students will write for various audiences about X-Rays, how they work and what they are used for.

**S#11** Students will write for various audiences about the science of meteorology and how knowing about the weather helps us.

**SS#1** Students will write for various audiences about famous skaters as those in the Olympics.

**SS#2** Students will write for various audiences about the jobs available to skaters.

**SS#3** Students will write for various audiences about the safety equipment is used by skaters.

**SS#4** Students will write for various audiences about the art of Cryptology and write with lemon juice, write with a white crayon or candle and water color over the writing, write your own code, etc.

**SS#5** Students will write for various audiences about skating rinks and their effect on the young people at that time.

**SS#6a** Students will write for various audiences about meteorology.

**SS#6b** Students will write for various audiences about phlebotomy.

**SS#6c** Students will write for various audiences about eschatology.

**SS#6d** Students will write for various audiences about seismology.

**SS#6e** Students will write for various audiences about Egyptology.

**SS#6f** Students will write for various audiences about phrenology.

**SS#6g** Students will write for various audiences about lexicology.

**SS#6h** Students will write for various audiences about cryptology.

**SS#6i** Students will write for various audiences about mythology.

**SS#7** Students will write for various audiences about Jehoshaphat and the land of Judah.

**ThA#4** Students will write for various audiences a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#1** Students will write for various audiences taking the “Dorftionary” in the back of the book and writing a sentence using each word.

**W#3** Students will write for various audiences and illustrate a book about skating and the different moves.

**W#4** Students will write for various audiences a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will write for various audiences a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will write for various audiences creating a play from the book..

**W#7** Students will write for various audiences about going to the hospital and what might happen using the words in the “Dorftionary”..

**W#8** Students will write for various audiences a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will write for various audiences a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will write for various audiences and develop their own secret code.

**19 LA#8** Students will after listening to the book respond in writing composing personal responses relating their favorite parts by retelling the story, using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030

**LA#12** Students will listen to some of the great myths and respond in writing composing personal responses to the myths.

**S#1** Students will listen to research about the science of phlebotomy and respond in writing composing personal responses to how it is making a comeback.

**S#2** Students will listen to research about the science of Seismology and respond in writing composing personal responses to how it is making a comeback.

**S#3** Students will listen to research about phrenology and respond in writing composing personal responses whether it is a science or not.

**S#4** Students will listen to research about cryptology and respond in writing composing personal responses writing with lemon juice, write with a white crayon or candle and water color over the writing, write your own code, etc.

**S#5** Students will listen to research about borax and respond in writing composing personal responses to how it has helped you.

**S#6** Students will listen to research about camouflage in nature and respond in writing composing personal responses to the individual looks nature creates.

**S#7** Students will listen to research about mold and respond in writing composing personal responses as to how mold has affected you.

**S#8** Students will listen to research about MRIs and respond in writing composing personal responses to how we use them.

**S#9** Students will listen to research about CAT scans and respond in writing composing personal responses to how we use them.

**S#10** Students will listen to research about X-Rays and respond in writing composing personal responses to how we use them.

**S#11** Students will listen to research about the science of meteorology and respond in writing composing personal responses to how we use them.

**SS#1** Students will, after listening to the book and the research about famous skaters (Olympic), respond in writing composing personal responses as to which skaters were the most interesting to them.

**SS#2** Students will after listening to the book and research respond in writing composing personal responses to what occupations utilizing skating would be of interest to them.

**SS#3** Students will after listening to the book and research respond in writing composing personal responses to what safety equipment they would use in skating.

**SS#4** Students will after listening to the book and research respond in writing composing personal responses as to how they would set up a skating store.

**SS#5** Students will after listening to the book and researching skating rinks and respond in writing composing personal responses to what it would be like to skate in a skating rink.

**SS#6a** Students will after listening to the book and researching meteorology and respond in writing composing personal responses as if they were a meteorologist.

**SS#6b** Students will after listening to the book and researching phlebotomy and respond in writing composing personal responses as to whether they would like to be a phlebotomist or not.

**SS#6c** Students will after listening to the book and researching eschatology and respond in writing composing personal responses to what eschatology is.

**SS#6d** Students will after listening to the book and researching seismology and respond in writing composing personal responses to an experience in which seismology has helped them.

**SS#6e** Students will after listening to the book and researching Egyptology and respond in writing composing personal responses to what it would be like to live in those times.

**SS#6f** Students will after listening to the book and researching phrenology and respond in writing composing personal responses on how it could be used to describe them.

**SS#6g** Students will after listening to the book and researching lexicology and respond in writing composing personal responses on their personal use of the product.

**SS#6h** Students will after listening to the book and researching cryptology and respond in writing composing personal responses using their own cryptology.

**SS#6i** Students will after listening to the book and researching mythology and respond in writing composing personal responses to create their own myth.

**SS#7** Students will after listening to the book and researching the land of Judah and respond in writing composing personal responses to what it would be like to be Jehoshaphat.

**ThA#4** Students will after listening to the book respond in writing composing personal responses in writing a play of the book, taking into consideration

different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#1** Students will after listening to the book respond in writing composing personal responses to each word from the “Dorftionary” by writing sentences about themselves.

**W#3** Students will after listening to the book respond in writing composing personal responses to a story of their own where they write and illustrate a book about skating and the different moves.

**W#4** Students will after listening to the book respond in writing composing personal responses to a story of their own where they write a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will after listening to the book respond in writing composing personal responses by writing a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will after listening to the book respond in writing composing personal responses by creating a play from the book emphasizing their best liked parts.

**W#7** Students will after listening to the book respond in writing composing personal responses by writing about going to the hospital and what might happen using the words in the “Dorftionary” or if they have actually been in the hospital writing about their personal experiences.

**W#8** Students will after listening to the book respond in writing composing personal responses by writing a story using tautology - the needless repetition of a word, idea or statement - about a personal event.

**W#9** Students will after listening to the book respond in writing composing personal responses by writing a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will after listening to the book respond in writing composing personal responses creating and using their own secret code.

**20 LA#8** Students will after listening to the book respond in writing, composing and sharing their written responses of the retelling of the story, using classmates as characters; dancing not skating; skate boarding; new ending - if Maxx was truly angry; how would a different culture tell the story: Japan, African, French, South American; what would happen if the story took place in a different time period: Medieval, Egyptian, 2030.

**LA#12** Students will after listening to some of the great myths respond in writing, composing and sharing their written responses of which myth is their favorite, what they learned from the myth, how the myth might help them in the future.

**S#1** Students will after listening to the book respond in writing, composing and sharing their written responses after compiling information from research about the science of phlebotomy and how it is coming back into use.

**S#2** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about the science of seismology and how scientists use it to help us.

**S#3** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about phrenology and whether it is a science or not.

**S#4** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about the science of cryptology writing with lemon juice, write with a white crayon or candle and water color over the writing, write your own code, etc.

**S#5** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about borax and how its usefulness.

**S#6** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about camouflage in nature and how it can be useful to us.

**S#7** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about mold and its usefulness.

**S#8** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about MRIs and how they are used to help us.

**S#9** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about CAT scans and how they are used to help us.

**S#10** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about X-Rays and how they are used to help us.

**S#11** Students will after listening to the book respond in writing, composing and sharing their written responses done compiling information from research about the science of meteorology and how does knowing about the weather helps us.

**ThA#4** Students will after listening to the book respond in writing, composing and sharing their written responses writing a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**SS#1** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on famous skaters - Olympics.

**SS#2** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on occupations available for skaters.

**SS#3** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on the safety equipment used by skaters.

**SS#4** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on how to set up a store selling skating equipment.

**SS#5** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on skating rinks and the influence they had at the time.

**SS#6a** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on meteorology and its uses today.

**SS#6b** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on phlebotomy and its uses today.

**SS#6c** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on eschatology and its differences.

**SS#6d** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on seismology and its uses today.

**SS#6e** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on Egyptology.

**SS#6f** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on phrenology and the comeback it is having today.

**SS#6g** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on lexicology and its uses today.

**SS#6h** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on cryptology and its uses today.

**SS#6i** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on mythology and whether it has uses today.

**SS#7** Students will after listening to the book respond in writing, composing and sharing their written responses, using the information gained from the research on Jehoshaphat and the land of Judah.

**ThA#4** Students will after listening to the book respond in writing, composing and sharing their written responses, write a play of the book, taking into consideration different types of stages, characters, etc.; if the play was to be done for television, radio, theatre, movie, the web.

**W#1** Students will after listening to the book respond in writing, composing and sharing their written responses, by taking the “Dorftionary” in the back of the book, write a sentence using each word.

**W#3** Students will after listening to the book respond in writing, composing and sharing their written responses, write and illustrate a book about skating and the different moves.

**W#4** Students will after listening to the book respond in writing, composing and sharing their written responses, write a new story having different ending, characters, dancing or skate boarding instead of skating.

**W#5** Students will after listening to the book respond in writing, composing and sharing their written responses, write a new story where Dorf brings Maxx a pair of skates and they go on a skating adventure.

**W#6** Students will after listening to the book respond in writing, composing and sharing their written responses, create a play from the book.

**W#7** Students will after listening to the book respond in writing, composing and sharing their written responses, write about going to the hospital and what might happen using the words in the “Dorftionary”.

**W#8** Students will after listening to the book respond in writing, composing and sharing their written responses, write a story using tautology - the needless repetition of a word, idea or statement.

**W#9** Students will after listening to the book respond in writing, composing and sharing their written responses, write a poem using couplets, metaphor, haiku, limericks, onomatopoeia, or recipe.

**W#10** Students will after listening to the book respond in writing, composing and sharing their written responses, write your own secret code.