Can You Do This?

**Introduction:** Many students do not enjoy writing. They consider writing to be a long, tedious, and boring process. This activity gives students the chance to use their own materials to teach other students. It will make writing an interesting topic for the reluctant writer.

**Grade Level and Subject:** Third Grade Language Arts and P.E.

**TEKS:** Language Arts 1A, 1B, 3B, 14C, 18A, 18B, 18D, 19C, 20B
P.E. 1A, 1B, 1C, 3A, 3C, 5A, 7A, 7B

**Materials:** The children will bring three items from home that can be used in a physical activity. Examples include balls, rackets, hula hoops, jump ropes, etc.

**Resources:** *Physical Education Methods for Classroom Teachers* by Bonnie Pettifor. ISBN: 0-88011-842-3

**Activity:** To begin this activity, ask the students what they play with at home. Most students will probably say, sadly enough, games on the computer or something like Nintendo GameCube. The teacher should then focus the questions on toys of a physical nature, such as balls, bats, jump ropes, etc. As the students relate these items, the teacher should list them on the board until a sufficient amount of playground or recess equipment has been listed. The teacher will then tell the children to bring to class three of these items that they have at home.

Once the students have their three items at school, the teacher should instruct them to write a paragraph in which all the items are used by a fellow classmate. For example, if a student brings a ball, a jump rope, and a hula hoop to class, he or she will write a paragraph describing an activity that another student can perform with these items. In the paragraph, the student might have a set of instructions that tells the other student to “...bounce the ball to the tree and back. Next use the rope to jump twice around the slide. Finally, place the hula hoop on the ground and hop in and out of it five times.” The teacher might want to write a model paragraph and share it with the students before they write their own paragraphs.

Once the students have written their paragraphs, they will each take their paragraphs and three play items outside or to the gym. The teacher will pair the students evenly, or place them in small groups (3–5 people). Students will take turns reading their paragraphs while another student performs the activities described. The students can then move to another partner and resume play again. This activity should continue until all students have had the chance to read their paragraphs and had another student perform the activities described in their writing.

**Evaluation:** The teacher should pay close attention to the paragraphs to make sure they are clear and concise. He or she should then monitor the playground activity.