Follow My Lead

**Introduction:** Fifth grade students sometimes write expository papers in which they explain how to do something. These papers may involve numerous topics, but it will be interesting to have the students write and explain how to perform a physical activity and have the other students perform that activity.

**Grade Level and Subject:** Fifth Grade Writing and P.E.

**TEKS:**
- Listening/Speaking 1A, 5B, 5D, 5E
- Writing 15C, 15F, 18C, 19A-E, 19G-H
- P.E. 1B, 2C, 3A, 7A-C

**Materials:** The students will provide whatever “props” are needed for their classmates to complete their activities.

**Activity:** Some suggested writing topics for the expository papers might be how to play tag, how to run and catch a pass, how to do a cartwheel, etc. The students can choose the physical activity that they feel comfortable explaining to the other students.

Once the students have used the writing process to develop expository papers explaining how to perform a physical task, the class is to go to the playground or gym. The teacher should divide the students into groups of three or four, and each student is to have his or her own expository paper. The tallest student in each group begins by reading his or her expository paper to the members of the group. As the paper is being read to the students, they are performing the physical tasks that have been explained in the expository writing. Once the group has performed that activity, the student standing to the right of the initial reader begins reading his or her expository paper, and the group then performs the activities explained in that expository paper. This activity continues until everyone in the group has had a chance to perform all physical activities explained in the papers in that group. If time permits, the teacher should then switch members of the groups and resume play.

An option for the teacher is to set limitations on the time or number of activities so the students get to perform many different physical tasks during the class time. This activity can also be performed as a whole group lesson, with one student reading his or her expository paper while the whole class performs the tasks.

**Evaluation:** The teacher will be able to determine how detailed the expository papers are by the actions of the other students. If a group is having trouble performing the tasks or seems confused, the paper does not have enough direction. The teacher should then provide feedback and additional instruction to the author of that expository paper so his or her writing becomes clearer to the other students.