



LANGUAGE ARTS

ASK ME ANYTHING

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Description: Students will review literacy skills learned throughout the year in this trivia game that combines a variety of questions with fitness challenges.

Learning Objectives:

- Students will demonstrate knowledge of writing techniques, literary analysis, grammar and mechanics, and reading comprehension.

Activity Time: Day 1 – one hour; Day 2 – one hour

Materials:

- Index cards for listing the fitness challenges
- Fitness challenge station supplies (e.g., hula hoops, football, golf club and ball, orange cones, bull's-eye, stackable boxes, etc.)
- Chalk and board or dry-erase markers and dry-erase board for scoreboard
- Plain paper for trivia answers
- Timer
- Overhead projector
- Overhead transparencies for trivia questions
- Master list of language arts trivia questions and answers (page 2 of 3 for sample list)
- Open space (gymnasium, field, auditorium or cafeteria)

Directions:

Set Up:

- Set up fitness stations in an open area. (Page 2 of 3 for list of sample fitness challenge activities.) Create challenges that require competition between two students (e.g., a hula hoop challenge or backwards race) as well as individual challenges (e.g., throwing a football through the center of a target or putting the golf ball into a cup).
- Write each challenge on an index card.

Activity:

- Divide the class into two teams, and have the groups decide on a team name. Write the team names at the top of the scoreboard.





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- Have one student from each team come to the front of the gym to answer the trivia challenge. Select students to compete against each other who are on similar academic levels.
- Display the trivia question on the overhead projector and read the question aloud. Each student will have 30 seconds to record their answers on a sheet of paper.
- When time runs out, each student will show their answer.
- If both students answer correctly, draw a double fitness challenge index card and have them compete in the challenge. The team that answers the trivia question correctly gets a point, and the team that wins the fitness challenge gets a point.
- If only one student answers the trivia question correctly, draw an individual fitness challenge index card and have that student complete the challenge. The student's team receives one point for answering the trivia question correctly and another point if he or she successfully completes the fitness challenge.
- The team with the highest number of points after a designated time or after all the trivia questions have been answered wins the game.

Submitted by Melissa Barnet and her 7th grade literacy class, FW Holbein Middle School, Mount Holly, New Jersey

Sample fitness challenge activities:

- Throw football through a cut-out target
- Hula hoop challenge — who can keep it spinning the longest?
- Putt golf ball into cup
- Run backwards race
- Hold a wall sit for 30 seconds
- Long jump
- Jump rope challenge — who can keep jumping rope the longest?
- Arm wrestling
- Crab crawl race

Here are sample trivia questions. Your questions should be standards-based and reflect the curriculum taught for your grade level.

1. What should be stated in a thesis statement?
2. When the narrator of a story is not involved in the story and just documents what is happening, in what point of view is the story written?
3. How can you tell the first person point of view?





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4. What is tone?
5. At the end of the 1860's, Emily Dickinson began to live a life of privacy. She refused to go into public and stopped seeing most of the people who knew her. She did communicate with people through letters and continued to write poetry.

This passage would probably be found in a/an:

- a.) dictionary
 - b.) almanac
 - c.) autobiography
 - d.) biography
6. When writing a persuasive piece, who are you writing to?
 7. Alicia Alonso was born in 1921 in Cuba. Despite coming from humble beginnings, she studied ballet and mastered the intricate steps of many ballets. She made the most complicated moves seem easy.

The word intricate means

- a.) easy
 - b.) complicated
 - c.) boring
 - d.) flashy
7. Give three examples of how you could "take a compositional risk" in an essay.

Correlation to National Curriculum Standards

(The standard can be met depending on the questions you ask):

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and non-print texts.
12. Students use spoken, written and visual language to accomplish their purposes (e.g., for learning, enjoyment, persuasion and exchanging information).

From the National Council of Teachers of English <http://www.ncte.org/about/over/standards/110846.htm>

