



PATRIOTS HALL OF FAME PRESENTED BY RAYTHEON TECHNOLOGIES

ENGLISH/LANGUAGE ARTS



1. <u>Creative writing Gr. 4-6</u>	pg.2
2. <u>Writing-sentence structure and idiomatic expressions Gr.4-6</u>	pg.4
3. <u>Using newspapers- key phrases and thematic writing Gr.4-8</u>	pg.6
4. <u>Poetry writing Gr. 4-6</u>	pg.9
5. <u>Language Arts Activities</u>	pg.11
<u>Answer Key</u>	pg.19





Lesson Plan 1:

Creative Writing for the Virtual Classroom

Subject: Language Arts

Course/Grade: 4-6

Objectives/Outcomes: To create a story using virtual group cooperation and to edit and proofread in a virtual group.

Curriculum Framework Standard(s): 4.RI.7, 4.W.2, 4.W.5, 5.RL.1, 5.W.2

Procedure:

1. **“Frontloading”- (Before)**
 - a. **Preparation & Planning**
 - i. Photographs (clipped from popular sports magazines)
 - ii. Blank paper attached to photographs
 - iii. Pens/pencils
 - iv. Music- College Fight Songs (<https://www.youtube.com/watch?v=iDsi8x-ylc0>)
 - b. **What will you do to assist students:**
 - i. Class studies Gridiron Terminology
 - ii. Split your class into groups of four and have them work together virtually from home. Assign each group a photograph of an interesting football scene or situation.
2. **Assistance and Associations (During)**
 - a. Students should play a 5 fight songs from the link above. When music begins, first student is to write a narrative prompted by the photograph.
 - b. After a few minutes, the music is stopped and the story that student 1 began is read be the 2nd student.
 - c. The music is turned back on, and the 2nd student picks up the story where the first student left off.
 - d. This procedure continues around the group until all have had a turn. The last student in the group should attempt to end the tale.
3. **Reflection & Readiness for Application (After)**
 - a. Each story is shared either via email or through document sharing. Each student in the group reads aloud to the entire virtual classroom the part of the story that he or she has written. The group will edit the story using specific terminology to replace general description used by less football-proficient students. Papers can be emailed to the teacher or shared virtually. Grades can be assigned to proofread and finish papers.

"Football Chain Story" Pro Football Hall of Fame Youth and Education, English & Language Arts Teacher Activity Guide 2019-2020, pg 19.

https://www.profootballhof.com/assets/1/6/LA_2019.pdf





Gridiron Terminology

Coin Toss = A pre-game ritual where the referee flips a coin and the captain of the visiting team calls heads or tails.

Dead Ball = The ball is considered “dead” during stoppages in play, between downs and during timeouts.

Defense = The team trying to prevent the offense from scoring

Down = A down is the period of action that begins when the ball is put in play and ends when the ball is declared dead.

End Zone = The scoring areas at each end of the playing field bounded by the goal lines, end lines, and sidelines are known as the end zones.

Field of Play = The area between the sidelines and the end zones, which is considered to be “in bounds” and where all the action takes place.

Fumble = A turnover that occurs when any player who is in possession of the football drops it during a play. Once a player fumbles, either team can recover the football.

Half Time = Between the second and third quarters, there is a 12-minute intermission where both teams leave the field and prepare for the second half of the game.

Interception = A turnover that occurs when a defensive player catches a forward pass thrown by the offense resulting in a change of possession.

Line of Scrimmage = A virtual line that extends from sideline to sideline that passes through the forward point of the ball after it has been made ready for play.

Offense = The team that is in possession of the ball and is trying to score.

Penalty = When either the offense or defense violates the rules of the game, they are assessed a penalty.

Pocket = The area formed by the quarterback’s blockers to prevent defensive players from sacking him.

Quarters = Regulation time for all NFL games is 60 minutes and each game is divided into four 15-minute quarters.

Sideline = The area on either side of the field where players not currently playing in the game, medical and technical staff and league employees perform their jobs on game days.

Snap = The action that starts a play from scrimmage. A snap occurs when the center passes the ball through his legs back to the quarterback, punter, or holder.

Tackle = A tackle occurs when a defensive player forces the player with the ball to the ground or out of bounds to stop the runner from advancing downfield and to end the play.

Timeout = A game may be legally stopped at any time, either by one of the teams or by an official.

Turnover = When an opposing defense gains possession of the ball from the team on offense, usually by picking up a fumble or intercepting a forward pass.

*These definitions and more can be found [here](#)!





Lesson Plan 2:

Sentence Structure and Idiomatic Expressions

Subject: Language Arts

Course/Grade: 4-6

Objectives/Outcomes:

- Students will study idiomatic expressions with examples.
- Students will find ordinary sports terms that have been incorporated into the everyday language expressions.
- Students will construct complete sentences to show these sports terms expressions.

Curriculum Framework Standard(s): 4.RI.1, 4.RI.1, 5.L.1

Procedure:

1. Preparation & Planning (Before) – “Frontloading”

a. What will you do to assist students, materials:

- i. Digitally share the handout entitled “Let’s Talk Sports”
- ii. Pen/Pencil
- iii. Internet sites and access to draw extra expressions from
- iv. Search words: football expressions, football terms.

2. Assistance and Associations (During)

- a. To begin the lesson, the teacher will share one of the suggested football terms with students. Students will suggest a sentence to write that will use this term in an everyday expression.
- b. For example, the teacher shares the word “tackle.” A sample sentence might be, “I guess I will have to tackle doing the laundry myself since my brother is not here to help me.”
- c. After five minutes of the students’ brainstorming, the instructor will digitally share a handout of fifteen terms for which the students will construct sentences. They will be encouraged to think of other terms not on the list.

3. Reflection & Readiness for Application (After)

- a. Designated point will be given for each completed sentence plus extra points for new terms of expressions used as common everyday vocabulary. Students can share their documents with the teacher or teacher can have students read their sentences in the virtual classroom environment.

“Football Expressions in Everyday Language”, Pro Football Hall of Fame Youth and Education, English & Language Arts Teacher Activity Guide 2019-2020, pg 20-21. https://www.profootballhof.com/assets/1/6/LA_2019.pdf.





Let's Talk Sports

Name _____

1. to play the field
2. to ask what's the score
3. to give someone a play-by-play account
4. to kickoff a campaign
5. to tackle a job, chore
6. to go the whole nine yards
7. to take the ball and run with it
8. to intercept (a note)
9. to be a defensive driver
10. to be on the offensive
11. to toe the line
12. to have a game plan
13. to make the call
14. to be out of bounds
15. to have to punt
16. to go for the extra-points
17. to huddle together





Lesson Plan 3:

Key Phrases and Thematic Writing

Subject: Language Arts

Course/Grade: 4-8

Objectives/Outcomes:

- Students identify the various section of an online “newspaper” with special note of the section termed “Sports”
- Students identify key phrases and words in article titles and an article.
- Students identify theme of an article
- Students identify main theme points of an article
- Students effectively analyze media messages in articles involving African Americans and Pro football.

Curriculum Framework Standard(s): 5.W.3, 5.W.4, 5.L.1, 6.RL.2, 6.RL.4

Procedure:

1. “Frontloading”- (Before)

a. Preparation & Planning

- i. Teacher suggested articles
- ii. Review online newspapers from different cities
- iii. Access to the Internet
- iv. Access to Patriots website at www.patriots.com
- v. Access to the school and/or public library

b. What will you do to assist students:

- i. Students will first complete a series of exercises involving examination and interpretation of numerous articles in online newspapers involving African Americans. Some will have subscription only access so students should do their best to find free sites.
- ii. As a beginning activity, students will be asked to gather review articles that mention and deal with African American pro football players. Students are asked to especially note if any players are identified as African Americans.
- iii. Secondly, the instructor will share articles that lend themselves to an easy identification of themes, main points and key words and phrases. The instructor will use at least one article as an example of what students are to do and how they are to accomplish the lesson’s goal of discovering themes, main points and key words and phrases.





2. Assistance and Associations (During)

- a. Next, the class will be provided with one article to individually identify the theme, main points and key words. After this is complete, the instructor will lead a virtual class discussion of this article to arrive at a consensus.
- b. Finally, the students will be assigned to can choose their own article to identify theme, main points and key words to present to the class.
- c. Students would be encouraged to access the Patriots' official site: www.patriots.com
- d. On this site, students can examine articles to analyze, discuss and import for use in their presentation and discussion.
- e. Students should also be encouraged to use other credible sites like Profootballhof.com as a source for other stories and articles. Students may gather information to add to their presentations.

3. Reflection & Readiness for Application (After)

- a. Teacher created format for student use and evaluation of articles.
- b. Students will deliver a formal virtual presentation on their news article.
- c. Teacher posts news articles and student assessments.

"Newspaper Articles: What Are They Saying About Us?", Pro Football Hall of Fame Youth and Education, English & Language Arts Teacher Activity Guide 2019-2020 pg. 24-25. https://www.profootballhof.com/assets/1/6/LA_2019.pdf.





Sports News: What is it saying?

Article Title:

Author (If Given):

Player (s)

Mentioned:

Theme (Message):

Main Points:

Key Words:

Article or copy should be attached to the back of this sheet.





Lesson Plan 4: Poetry Writing

Subject: Language Arts

Course/Grade: Poetry Writing / 4-6

Objectives/Outcomes:

- Students will write poems based on the senses they used during their online visit to the Hall. Check out the [Hall website](https://www.patriots.com/news/game-recap-the-joy-of-six) (exhibits section) and watch Super Bowl LIII highlights (<https://www.patriots.com/news/game-recap-the-joy-of-six>).
- Students will strengthen their poetry writing.
- Students will strengthen their note taking skills.
- Students will develop an awareness and appreciation of their five senses.
- Students will develop a better understanding of the New England Patriots organization.
- Students will incorporate pride, unity and a championship mindset into their daily lives.

Curriculum Framework Standard(s): 4.W.3, 4.RL.5

Procedure:

1. “Frontloading”- (Before)

a. Preparation & Planning

- i. Students will bring with them an understanding of the elements of poetry.
- ii. How to write any number of different types of poems (ex. haiku, cinquain, two voice or free verse).
- iii. An understanding of the five senses.

b. Prior to virtual visit:

- i. Teacher will lead a classroom discussion about how the five senses are applied to a football game. Teacher will chart their thoughts about each sense.
- ii. Class will watch a highlight video of the Patriots Super Bowl LIII win over the Los Angeles Rams (accessible on Patriots.com <https://www.patriots.com/news/game-recap-the-joy-of-six>). The teacher will then lead another discussion and chart their answers.
- iii. Students can choose what type of poetry they will write before their virtual Hall visit and then write a poem based on the video they watched.

2. Assistance and Associations (During)

- a. Since students are unable to actually visit The Hall during this time, they should walk around their home and use a graphic organizer to take notes on each of the five different senses as they travel through the rooms. They should also review numerous exhibits at the Hall and pretend they are standing in the exhibit imagining what it would be like.





3. Reflection & Readiness for Application (After)

- a. In the virtual class following their “home tour” and exhibit review, the students will share ideas about how they experienced the five senses. The teacher will chart responses.
- b. The students will use their notes as well as the group-generated information to craft a poem.
- c. Teachers can allow students to present their poems to the class.
- d. Teachers can use their own rubric to grade students’ work.

Follow up:

Each school is encouraged to send their poems to the Hall following their visit at education@patriots.com.

Poetry Formats (if needed)

Cinquian

- Line 1: one word (subject or noun)
- Line 2: two words (adjectives) that describe line 1
- Line 3: three words (action verbs) that relate to line 1
- Line 4: four words (feelings or a complete sentence) that relates to line 1
- Line 5: one word (synonym of line 1 or a word that sums it up)

Haiku

- Line 1: five (5) syllables
- Line 2: seven (7) syllables
- Line 3: five (5) syllables





Lesson Plan 5:

Language Arts Activities

Subject: Language Arts

Course/Grade: 4-8

Objectives/Outcomes:

- To improve language arts skills (reading, writing, speaking, listening, research) by applying them to high interest material.

Curriculum Framework Standard(s): 4, 6, 10, 21

Procedure:

1. "Frontloading"- (Before)

a. Preparation & Planning

- What will you do to assist students, materials:**
- Paper, pencil/pen, worksheets, computers, art supplies (markers, crayons, construction paper, ect.)

2. Assistance and Associations (During)

- Have students complete the language arts activities and worksheets related to football. They may work independently or virtually with others. Adaptations to suit your students' needs may be made to any of the activities/worksheets. Answers to worksheets are provided.

- Fact vs. Opinions.....pg. 12
- Fan Support.....pg. 13
- Football Mix-Up.....pg. 14
- Sports Findings.....pg. 15
- "The Athlete".....pg. 16
- Sports Journal Writing.....pg. 17
- Alphabet Football.....pg. 18

3. Reflection & Readiness for Application (After)

- Teacher can have students provide peer virtual feedback when the class goes over the activity together in the virtual setting.
- Teacher could digitally collect worksheets when students are finished and assess their progress.
- Teacher can use a rubric for writing assignments, oral reports/presentation, etc.
- Peer assessment can be used for writing assignments oral reports or displays.

"Literacy and America's Game", Pro Football Hall of Fame Youth and Education, English & Language Arts Teacher Activity Guide 2019-2020 pg. 32-51, https://www.profootballhof.com/assets/1/6/LA_2019.pdf.





Fact vs. Opinion

FACT: Something that has actually happened or that is really true and can be proved. (Jerry Rice is the NFL's all-time leading receiver.)

OPINION: A belief, conclusion or judgment not supported by proof.
(Jerry Rice is the best receiver of all time.)

Choose an article from the sports section of an online newspaper or magazine.

Using the two definitions above as a guide read the story and list the following information:

Headline of the story:

Name and date of the newspaper or magazine:

Who wrote the story?

Write some sentences that are **FACTS**:

Write some sentences that are **OPINIONS**:

Do you agree or disagree with the writer's opinions? Explain why or why not.

Write a story using all **FACTS** and **NO OPINIONS** about your favorite team's upcoming season. Tell why your team is going to make it to the Super Bowl.





Fan Support

Poll after poll proves that football is America's # 1 sport to watch.

Take an online survey in your friends in school and see which sport your school calls No. 1.

Start small by surveying your class; then expand to ask others.

Compile the data:

You can add other items to your survey, such as:

Favorite Player

Favorite Sport to Play

Favorite Sports Team

Sample student survey:

What is your favorite sport to watch?

(Circle only one)

Baseball Basketball Football Hockey Softball

Golf Tennis Soccer Volleyball Other: _____

Who is your favorite professional athlete?

What is your favorite sport to play?

Who is your favorite sports team?

When all the results have been tallied you can create a graph and poster displaying the results of your survey. Everyone will know your school's favorite sport to watch.



Football Mix-Up

Using the team names to the right, match these with the clues about the 32 NFL teams. The names are only used once. Good Luck!

- | | |
|---|------------|
| 1. Fe Fi Fo Fum _____ | Lions |
| 2. Seven Squared _____ | Colts |
| 3. I Love Honey _____ | Cowboys |
| 4. A 747 _____ | Bengals |
| 5. Member of the Cat Family _____ | Broncos |
| 6. Various Ironworkers _____ | Saints |
| 7. Black Bird _____ | Vikings |
| 8. I.O.U.s _____ | Ravens |
| 9. Helpers to Relocate _____ | Giants |
| 10. Travel in Ships _____ | Dolphins |
| 11. They Won Their Independence in 1836 _____ | Texans |
| 12. Stars and Stripes Forever _____ | Patriots |
| 13. A Man of Strength and Power _____ | Bears |
| 14. Our Friends in the Ocean _____ | Cardinals |
| 15. Opposite of Ewe _____ | Steelers |
| 16. Class of Boy Scouts _____ | 49ers |
| 17. Wild Wild West _____ | Buccaneers |
| 18. Fundamental Rules _____ | Chiefs |
| 19. The Pink Detective _____ | Jaguars |
| 20. Credit Card Users _____ | Rams |
| 21. Native American Leaders _____ | Seahawks |
| 22. Add "ie" Mmmm Yummy _____ | Jets |
| 23. King of the Beasts _____ | Redskins |
| 24. A Dollar A Corn _____ | Raiders |
| 25. Ocean Going Bird _____ | Browns |
| 26. Hot Epidermis _____ | Chargers |
| 27. Luxury Car _____ | Falcons |
| 28. Louis Armstrong's Song _____ | Eagles |
| 29. Baby Horse _____ | Titans |
| 30. Rodeo Horses _____ | Bills |
| 31. Rhymes with "Later!" _____ | Packers |
| 32. What Team Is Missing? _____ | Panthers |





Sports Findings

Choose a sports article from an online newspaper or magazine. Print it. After you have read the article, go back and underline all the subjects in **GREEN**, underline all the verbs in **BLUE** and circle all the descriptive words in **RED**.

Using the same article, complete the following:

1. List as many compound words that you can find.

EXAMPLE: Football = foot + ball

2. List all the contractions you can find.

EXAMPLE: Shouldn't = should + not

3. List all the words that have a prefix.

EXAMPLE: Unbeaten = un + beaten

4. List all the four syllable words.

EXAMPLE: Promotional = pro/mo/tion/al

Can you find any five-syllable words?

5. How many homonyms can you find? Remember a homonym is a word that sounds like another word but is spelled differently.

EXAMPLE: piece and peace

6. Write down all the abbreviations in the article.

EXAMPLE: TD = touchdown

7. List ten action verbs. Use those verbs to write ten sentences. Underline the action verb in each sentence.

EXAMPLE: Jim threw the ball to the receiver.

8. Answer these questions based on the information obtained in the article.

WHO, WHAT, WHEN, WHERE, WHY and HOW.





“The Athlete”

Pretend you are a professional athlete. Write a story about yourself and the sport you play. Be sure to include:

- What it is like to be admired by thousands of fans?
- What it feels like when you are surrounded by fans that want your autograph?
- How you personally prepare for each game or event?
- When would you be too old to participate in the sport?
- What job or career would you like to pursue when you can no longer play?
- What has been your greatest accomplishment professionally?
- How do you handle defeat?
- Anything else you would like to include.





Sports Journal Writing

Pick a question below, research and write a journal entry pertaining to the question.

- If you had the opportunity to change one thing in the game of football today, what would it be?
- Do girls get the same opportunities to play sports that boys get?
- If you could meet any professional athlete, who would it be and why?
- What sport do you believe is the safest to play?
- Should a referee be fined for making bad calls?
- Should there be a limit on how much money an athlete may make?
- Do you think kids look up to athletes too much?
- Should a boy be allowed to play on a girls team?
- I like or dislike football because...
- Should cheerleading be a professional sport?
- Should the NFL allow touchdown celebrations?
- Do sports heroes have an obligation to maintain high moral standards?
- If you could, what would you change about pro sports?
- What is your favorite sport and why?
- My favorite professional sports team is...
- The funniest thing that ever happened to me while playing a sport was...
- Do you have to finish first to be a winner?





Alphabet Football

Think of words that begin with each letter of the alphabet that relate to the topic of football.

Use these words to complete as many spaces as you can.

FOOTBALL

A is for _____

B is for _____

C is for _____

D is for _____

E is for _____

F is for _____

G is for _____

H is for _____

I is for _____

J is for _____

K is for _____

L is for _____

M is for _____

N is for _____

O is for _____

P is for _____

Q is for _____

R is for _____

S is for _____

T is for _____

U is for _____

V is for _____

W is for _____

X is for _____

Y is for _____

Z is for _____





Answer Key

Football Mix-up pg. 14

1. Giants
2. 49ers
3. Bears
4. Jets
5. Bengals
6. Steelers
7. Ravens
8. Bills
9. Packers
10. Vikings
11. Texans
12. Patriots
13. Titans
14. Dolphins
15. Rams
16. Eagles
17. Cowboys
18. Cardinals
19. Panthers
20. Chargers
21. Chiefs
22. Browns
23. Lions
24. Buccaneers
25. Seahawks
26. Redskins
27. Jaguars
28. Saints
29. Colts
30. Broncos
31. Raiders
32. Falcons

Alphabet Football pg. 18

- A = Audible
B = Blitz
C = Center
D = Defense
E = End zone
F = Fumble
G = Goal post
H = Half-time
I = Interception
J = Jumping
K = Kicker
L = Linebacker
M = Motion
N = National Football League
O = Offense
P = Penalties
Q = Quarterback
R = Referee
S = Safety
T = Touchdown
U = Uprights
V = Victory
W = Wide Receiver
X = X-ray
Y = Yards
Z = Zone