

## Day Eight, Lesson #10

Time Estimate: 15-20 minutes  
Content Area: Language  
Grouping: Large Group to Individual

### Objectives

- ◆The student will punctuate correctly using question marks, exclamation points and periods.
- ◆The student will learn new information about peanuts.

### Materials

- ◆Chalkboard or chart
- ◆Chalk or marker
- ◆Set of punctuation cards for each student
- ◆Tape

### Procedure

1. Give each student a set of three cards - one with a question mark, one with an exclamation point and one with a period. Discuss the differences between a statement, a question and an exclamation.
2. Write sentences on the board or chart.
3. Let students take turns taping appropriate punctuation to the end of each sentence.

### Sample Sentences

- ◆My grandfather has been a peanut farmer for thirty years.
- ◆Peanut farmers work very hard!
- ◆Peanuts are grown mostly in the south.
- ◆Do peanut farmers usually plant their peanut crops in April or May?
- ◆I think peanuts are great!
- ◆The peanut plant is unusual because it flowers above the ground and fruits below.
- ◆In the old days, peanut farmers used to plant and harvest peanuts by hand.
- ◆I can't believe you thought peanuts grew on trees!
- ◆Did you know that one-fourth of the peanuts grown in the U.S. are used to make candy?
- ◆A combine is used to separate peanuts from their vines.
- ◆What happens to a peanut crop if it doesn't get adequate moisture?
- ◆Peanuts are protein powerhouses!
- ◆Peanuts don't contain cholesterol.

### Assessment Questions

Does student punctuate correctly? Can student name some new information about peanuts?

## Day Eight, Lesson #11

Time Estimate: 45 minutes  
Content Area: Creative Dramatics  
Grouping: Cooperative Groups

### Objectives

- ◆The student will interpret the five stages of making peanut butter through creative dramatics.
- ◆The student will work cooperatively with a small group.

### Materials

- ◆Activity Sheet #9

### Procedure

1. Hand out the activity sheet. Read through the sheet together, reviewing difficult vocabulary.
2. Have the students work together to plan an interpretation of the five steps involved in making peanut butter through creative dramatics. Brainstorm some ideas together if students need to.
3. Have the students break up into groups of about 4-5 people. Allow enough time and space for students to consider ideas and practice presentations.
4. Have each group act out their interpretation of each stage. Compare the different interpretations.

### Assessment Questions

Does the student participate productively in cooperative group? Does the student actively contribute to group presentation? Does the student contribute ideas to the presentation?