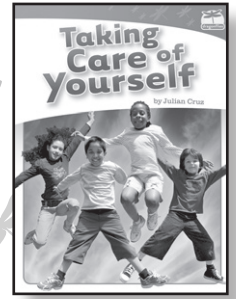


Taking Care of Yourself

Anchor Books

by Julian Cruz



The anchor books for *Taking Care of Yourself* are written at three levels – emergent, early, and fluent – to enable differentiated instruction. Each anchor book has the same images but the text becomes progressively more challenging and appropriate at each level. This allows the students to have access to core information, regardless of their reading level.

The anchor books “front load” the vocabulary and introduce the “big ideas” that are expanded on in the topic books, as seen below.

Big Ideas for <i>Taking Care of Yourself</i>	People take care of themselves by keeping clean.	People take care of themselves by eating healthy food.	People take care of themselves by doing exercise.	People take care of themselves by keeping safe.
Emergent topic books	<i>Bubbles Keep Me Clean!</i>	<i>We Like Fruit</i>	<i>I Can Run and Play</i>	<i>Ready to Ride</i>
Early topic books	<i>Healthy Teeth</i>	<i>Cooking with Dad</i>	<i>Fit for the Game</i>	<i>Signs Keep Us Safe</i>
Fluent topic books	<i>Wash It Away</i>	<i>Go, Slow, Whoa!</i>	<i>Staying in Shape</i>	<i>Happy Hiking</i>

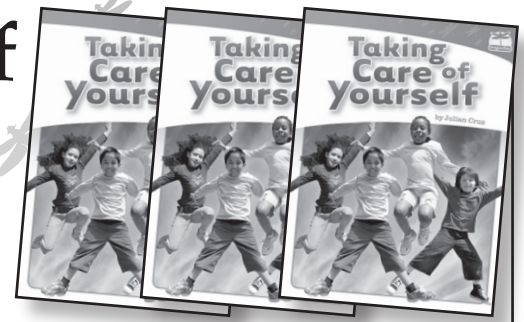
Use the *Taking Care of Yourself* anchor books to:

- introduce the big ideas and discuss key vocabulary during the whole-class introduction
- take guided reading lessons at three levels – emergent, early, and fluent
- lead into the associated topic books, where the students can read more about the big ideas that the anchor books introduce.



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Whole-class Introduction

A whole-class introduction to this anchor book enables all students, regardless of their reading ability, to discuss core content. It allows them to develop an understanding of the big ideas and vocabulary in the unit.

Anchor words

Emergent

body, care, clean, feelings, good food, help, play, run, safe

Early

bodies, care, clean, doctor, energy, exercise, feelings, good food, grow, healthy, help, playing, rules, safe, signs, sports, teeth

Fluent

bacteria, balanced, body, checkup, clean, diet, energy, exercise, feelings, gear, grow, healthy, help, hurt, learn, rules, safety, signs, skin, sports, strong, washing

Introductory activity

- Showing students artefacts related to the topic can help spark their interest.
- Role-play and discussion prepares students by promoting conversation, questions, and speculation.

Explain that you will be doing a role-play to introduce some of the ideas the students will be reading about. Explain them you will call on them to help you.

The teacher comes into the classroom with a towel over one shoulder, a toothbrush in one hand, and improvises the daily routine of getting ready for work, having breakfast, making lunch, and going to work.

Sample outline of a possible script:

Getting ready to go to school: pretend you've got up, had a shower, and you're making some breakfast. Walk around eating a bowl of cereal. Ask a student: "Grab

me an apple, a carrot, some bread, and some ham for your lunches. Can you make me a ham sandwich please? Put some lettuce in it. Cut it up and put it in the bag. Thanks."

Going to work: Ask some students to pretend to be cars moving along the road. Say: "Oh, dear, I'm in such a rush. I can't be late. I'll have to run." Ask for a volunteer and hand them a prop (ruler). Say, "I'm so glad there is a school crossing guard here. Stop the traffic please! I have to get to school for soccer practice. Phew! I made it."

At school: Greet another student: "Hi, Zofia. Oh, no." (Look distressed.) "I've lost the locket my grandmother gave me. It must have fallen off on the way to school!" (Act really upset.) "What am I going to do?" Try to engage the student into being sympathetic and helpful.

Have a class discussion and review the scenarios. People take care of themselves by keeping clean, eating healthy food, being safe, and exercising.

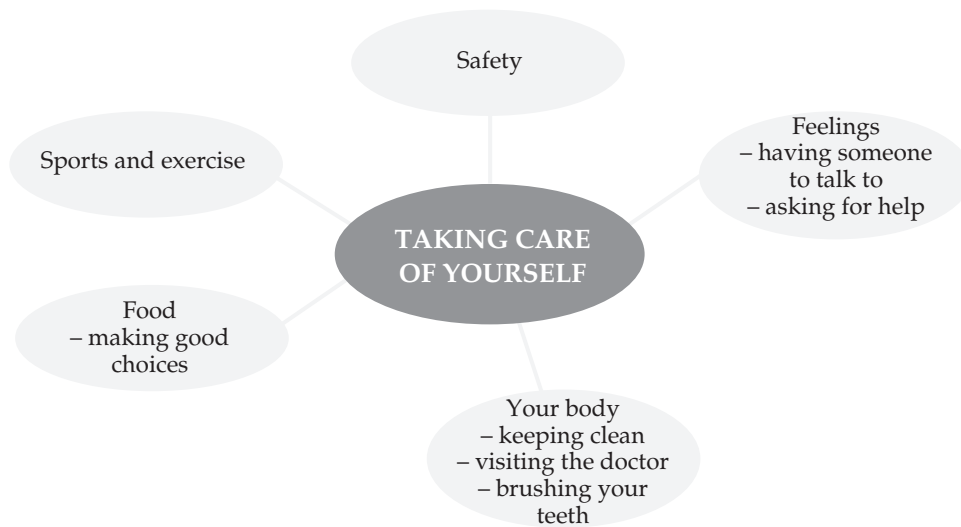
Visual walk-through

Identify which students will be using emergent, early, or fluent anchor books. Hand out the books. Proceed through the books, page by page, with the whole class. At this point, the students will not be reading the text. They will be responding to the **same images** to share and develop their vocabulary and to become familiar with the big ideas.

Use the visuals in the anchor books to promote discussion and develop a web of the big ideas.

- Record the students' words, ideas, and questions as they respond to the visual content of the books.
- Take opportunities to discuss and record **the big ideas** and the **anchor words** as they occur.
- Encourage the students to **make connections** with their own knowledge and experiences.





Attributes on the web could be:

Feelings (pages 4 and 5)

Discuss different kinds of feelings. Ask the students to talk about a time when they have been scared, hurt, or excited. *Who can you ask for help when you are hurt?*

Your body (pages 8 and 9)

What do you do when you get up in the morning? (wash, get dressed, eat breakfast, brush teeth, go to school)
How do you get ready for bed?

Food (pages 10 and 11)

Discuss favourite foods and cooking experiences – what the students like to cook and who helps them.

Sports and Exercise (pages 12 and 13)

Talk to the students about the sports or exercise they do. *Why do you like it? How often do you do it? How do you feel after you have done it? How long have you been doing it for? Why is it an important part of taking care of yourself?*

Safety (pages 14 and 15)

Talk about the students' knowledge of road rules and being safe when they are riding a bike or scooter. What people can they ask for help to keep them safe? (parents, teachers, older siblings, babysitters, police officers)

Display the completed web. The web can be referred to throughout the unit and reviewed at the conclusion of the unit.

Questions

List any questions the students might have about the topics on a chart and return to the list over the following days. Discuss any answers the students have found and add any further questions.

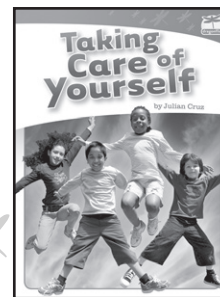
Conclusion

Explain to the students that they will be reading more about taking care of themselves. Tell them that they will be:

- able to add to the web and chart as they find out more about the ways to take care of themselves
- working in small groups to read their own book about *Taking Care of Yourself*.

Taking Care of Myself

by Julian Cruz



Guided Reading Lesson – Fluent

Overview

This lesson builds on the Whole-class Introduction and expands on the *Taking Care of Yourself* unit for fluent readers. It looks at how we keep healthy by keeping our teeth clean, eating healthy food, doing exercise, and keeping safe.




Content standards

This book supports the following content standards:

- NPH-H.K-4.1 Health promotion and disease prevention
- NPH-H.K-4.3 Reducing health risks

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text 
- identifying the main ideas 
- asking questions. 

It supports the following **non-fiction strategies**:

- using photographs that support the meaning of the text
- using captions.

Key vocabulary

This includes:

- Anchor words – *bacteria, balanced, body, checkup, clean, diet, energy, exercise, feelings, gear, grow, healthy, help, hurt, learn, rules, safety, signs, skin, sports, strong, washing*
- High-frequency words – *eat, give, know, take, their, think, yourself*

Features of the text

- Non-fiction features:
 - introduction of health concepts and anchor words associated with the topic
 - general information about taking care of ourselves (pages 2–7), followed by four double-page spreads about specific things we can do to care for ourselves
 - personal statement that ends the book
 - preview question on the back cover
 - photographs with text to support and illustrate concepts
 - use of captions
- Word study:
 - initial consonant blends – “st-”, “sk-”, “br-”, “tw-”, “gr-”, “sp-”, “pl-”, “str-”
 - digraphs – “th”, “wh”, “ch”, “sh”
- Varied sentence lengths

Note: There is a lot of information in this book. You may like to cover it in two or more sessions. The first session could cover pages 2 to 7. You might take up to four sessions to cover the following four double-page spreads before concluding with page 16.



Setting the scene

If you have introduced the unit using the Whole-class Introduction, review the discussion and the charts that you made. If you haven't used this, choose ideas from the introduction and encourage the students to make connections with their knowledge and experiences. Briefly introduce the big ideas, using the associated anchor words. List the anchor words, saying each one aloud, and briefly explain any unfamiliar words.

ELL support

ELL students need plenty of time to practise what they are going to write before they put pencil to paper. Incorporate classroom structures that allow the students to talk with their peers about what they're going to write so they expand their language.

Introducing the book

Front cover – Read aloud the title and the author's name. Discuss the photograph. *What are the children doing? What can you tell about them? What might this book be about?* Encourage the students to make connections with their own experiences. Say things such as "They look like they are jumping. Maybe they are on a trampoline." Lead a discussion about healthy activities. *Jumping takes energy. Being healthy gives us energy and good feelings.*

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences.

Title page – Talk to the students about what "taking care of yourself" means. *What are the boys doing? How are they taking care of themselves?* Encourage the students to make connections with how they keep active such as swimming, biking, hiking, and playing.

The first reading

MI **Pages 2 and 3** – Read these pages. *What is happening in the photographs? (Main idea) How are they taking care of themselves? How does learning about our bodies help us to take care of ourselves? How is climbing helping the girl? (moving, stretching)*

MI **Pages 4 and 5** – (Main idea) Read the text. *How does learning about our feelings help us take care of ourselves? (know when to get help, getting help is OK) What feelings can you see on the children's faces? (Making connections) What can you do when you feel upset, sad, or angry?*

MC **Pages 6 and 7** – *What do you think the girl needs help with? What might she be asking? (Making connections) Who can you ask when you need help? Why do you go to the doctor? What is the doctor doing on page 7? What is a regular checkup? Why do we have them? (Main idea) What other people can you ask for help?*

MI **Pages 8 and 9** – (Main idea) *What might happen if we didn't keep our bodies clean and brush our teeth? (Asking questions) What questions do you have about bacteria? What are bacteria? Why do we need to remove bacteria from our skin? Why should we brush our teeth twice a day? What are cavities? What can you do if you think you have a cavity?*

MI **Pages 10 and 11** – (Main idea) *What is a balanced diet? Give some examples. Add that it is OK to eat*

unhealthy foods, but only once in a while. Have a brief discussion about unhealthy foods. (Chocolate cake has a lot of sugar, French fries have a lot of fat.) *What would happen if you ate only one kind of food? What do you need energy for at school?*

MI **Pages 12 and 13** – (Main idea) *Why is running and playing important? How often do you need to do it? How do you feel after you have been running around the playground? Make a list of games the students would like to play in P.E. "Discuss how exercise keeps the different parts of your body in good shape." (Making connections) What exercise do you do? What other kinds of exercise do you know about? Why is it important to exercise between games when you play a sport?*

MC **Pages 14 and 15** – *How is the girl keeping safe? Ask the students to talk to a partner about keeping safe when crossing the road. They can share their ideas with the group. How does wearing a helmet keep you safe? Why is she wearing elbow and knee pads? How can you keep safe when you are riding a bike or scooter? (Making connections) Which things do you already do? What could you start doing?*

MC **Page 16** – *Why does it feel good to take care of yourself? (Making connections) How do you take care of yourself? Is there anything you would like to do to take care of yourself?*

Vocabulary activity

Focus word: balanced

1. Reread the first sentence on page 10. *When people eat a balanced diet, they are taking care of themselves.*
2. Say “balanced” with me.
3. Explain that “balanced” means a regular amount of something.
4. Explain that balanced can also mean to stand without wobbling. *She balanced on one foot at gymnastics.* It can be the way you live your life. *She is a well-balanced person. She works hard as well as playing sports and spending time with her family.*
 - *My sister spends all her time on the computer. Is that a balanced life? Why/why not? What can she do to balance her life? Why is it important?*
5. *Sometimes a ballerina balances on one foot.* Ask the students to balance on one foot with their arms at their sides, then with their arms spread. *Which worked better? Why?*
6. *What is the word we have been learning that means “a regular amount”?* Say “balanced” with me.

ELL activity

Language objective: Capturing key ideas from the book using content words

- Reread the book together. Ask the students what the key ideas are. *What are the main points? What are the big ideas? How do people take care of themselves?*
- Write the content words on cards. *These cards have important words from the book on them. Let’s read them.* The students can take several cards each and read them to the group. The students can refer to the book if there are any unfamiliar words.
- Tell the students that they’re going to work in pairs or small groups to create sentences using these words. They should try and use as many words in their sentences as they can. They can then read their sentences to the group.
- Explain that they need to listen carefully as their peers read their sentences to ensure they’re using the key words correctly and that the sentences make sense.

Ideas for revisiting the text

1. Review and check

- Review the concepts and vocabulary in the book, identifying any that need further explanation.
- Identify and discuss the main idea in each section.
- Help the students to decide what “taking care of yourself” means.

2. Stop and learn

a. Decoding/word attack activities

Review the pronunciation and meaning of the anchor words. Tell the students that they will be sorting these words into groups.

BLM – Sorting words into groups

The students can sort the words into groups under the headings.

b. Comprehension activities

- Read page 10 and look at the photo. Identify the foods and put them under the headings. Talk about balance. *What is missing? What might the boy have had for breakfast? Could we add these foods to the chart to make it balanced? What could he have for dinner to keep it balanced?*
- Brainstorm a list of foods and sort them into groups. For example, grains (bread, cereal, rice, pasta); vegetables; fruit; dairy (milk, cheese, yoghurt); meat; beans; fish; nuts; oils.

BLM – Completing a chart

The students can complete the chart about the kinds of food they ate yesterday. They can then decide whether they had a balanced diet and what they need to change.

c. Writing activities

The students can write:

- morning message, shared writing or a journal entry about a sport they played
- a menu for their next birthday party – making sure they include some healthy foods
- a safety rule they always follow and why it is important.

3. Suggestions for further activities

- Have a healthy food party. Everyone can bring different foods. Talk about healthy food choices.
- Invite a school nurse to talk about how the students can stay healthy.
- Make a class cookbook of healthy recipes.
- Have a traffic safety officer talk to the class about road safety.

Connecting with the topic books

The big ideas and anchor words in the anchor book are repeated and expanded on in the topic books. Select from these fluent books from the health unit to use in further guided reading lessons – *Wash It Away*; *Go, Slow, Whoa!*; *Staying in Shape*; and *Happy Hiking*.

Unit Activities

These activities can be started after the introduction of the anchor book and throughout the reading of the topic books.

1. Learning centre

Include materials and activities so the students can become actively involved in building their understandings of the big ideas.

For example:

- fiction stories with themes of feelings and characters needing help
- non-fiction books with themes of feelings, food, health, games, and safety
- posters, puzzles, books, and models of the human body so the students can see how it works
- exercise cards and a stopwatch: the students can work in pairs and see how many star jumps they can do in 30 seconds, how many shuttle runs they can do in a minute, and how many times they can jump rope in a minute.

2. Writing activities

Morning message, shared writing or journal writing

The students can:

- write about their latest sports game, giving the score, names of the teams, player of the day, great moments in the game and include a drawing of the game.
- describe an activity (Jane went to karate lessons last night. Frank learned to float in his swimming lesson.)
- write list poems, acrostic poems, and two-word poems about feelings, keeping safe, healthy food, or another aspect of taking care of yourself.

Emergent – for the students at this level, the drawing will be the important part. Scribe their story if they need some help or get one of the students to buddy.

Early – the students at this level should be able to write up to three sentences.

Fluent – the students at this level should be able to develop a story of at least five sentences.

3. Healthy eating

Make vegetable soup

- Invite the students' parents to lunch.
 - Make a healthy lunch such as vegetable soup. Write a list of ingredients. The students can bring ingredients from home. Work together to peel, chop, and grate the vegetables. Sauté the vegetables in a big pot, add water, stir, and simmer. Supervise the preparation and cooking of the soup.

– Make a class book documenting the process.

Take photos of the process or draw pictures for each page. Include a cover, list of ingredients, recipe, the process, and the actual lunch. If you decide not to invite parents, make a newsletter documenting the process for the students to take home.

- Make fruit smoothies – you will need a blender, fruit, yoghurt, and milk. This will need to be supervised by an adult. The students can experiment with different fruits and decide which they like best. They could then write a recipe for their favourite smoothie. They can illustrate and display them in the classroom.

4. Safety

Art activity – design a road sign

Look at road signs and talk about how their bright colours attract people's attention. They usually have few words and simple symbols. Give the students different coloured poster paper, scissors, pencils, and glue to create a road sign.

5. Feelings

Art activity – make a mask

Use paper plates to make a mask. Ask the students to choose a feeling. They can draw what their feeling looks like on the mask using bright colours. Tell the students to write the name of the feeling on the back of the mask and "I feel ... when ...". Hang the masks across the classroom.

6. Sports and exercise

Learn a new sport or form of exercise.

- Invite a hip-hop teacher to run a class with the students.
- Vote on a sport the class would like to learn.
- Ask a martial arts expert to demonstrate and take a session.
- Create a daily fitness circuit the students can do at the beginning of each day.
- Go to a dance or acrobatic performance.
- Do a gymnastics unit as part of your PE programme.
- Set up an obstacle course: the students can time themselves and gauge how easy or hard it is on a scale of 1 to 10. They could do this daily and chart their progress.

7. Bingo

Make a set of bingo cards with such things as brush your teeth, wash your hands, take a shower, eat breakfast, wear a helmet on your bike, go for a walk, cross at the lights, ask for help, and go to the doctor. Have a selection of Taking Care of Yourself activities on each. Write the same activities on another set of cards, which you can pull out of a bag or a hat. Pair able readers with less able readers and play the game as a class.