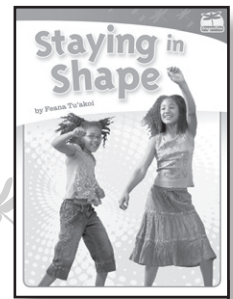


# Staying in Shape

by Feana Tu'akoi



## Overview

This text explores the importance of healthy eating and regular exercise. It looks at the benefits of staying in shape and offers advice on how to get started. (Big idea: People take care of themselves by doing exercise.)

### Suggested purposes

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

- making connections between prior knowledge and the text **MC**
- summarising **SUM**
- asking questions. **AQ**

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

- reading charts
- reading bulleted lists
- using a glossary (boldface type).

### Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *body, exercise, healthy, sports, strong*
- Content words – *bones, brain, dance, energy, foods, heart, muscles, practice, recover, relax, shape, sleep, stretch, water*
- High-frequency words – *about, eat, feel, first, give, next, school, some, such, take, work*

## Features of the text

- Non-fiction features:
  - cover flap, which provides support for identifying the big ideas and anchor words
  - the topic (keeping healthy), which expands on pages 12 and 13 from the anchor book *Taking Care of Yourself*
  - preview question on the back cover
  - headings as questions to focus attention and support students to read in sections
  - subheadings
  - bulleted lists
  - charts and tables
  - fitness plan
  - contents page
  - glossary
  - index
- Word study:
  - contractions – *doesn't, you're, it's, let's*
  - silent “g” – *tongue*
  - Multisyllabic words – *carbohydrate, energy, exercise, flexible, nutrients, recover*
- Similes – *like a shiny new car*
- Exclamation marks



## Setting the scene

If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Taking Care of Yourself*), you can review the discussion and show the students pages 12 and 13 of the anchor book.

Ask the students about exercise.

- *What exercise do you do?*
- *How does exercise help you take care of yourself?*
- *What questions do you have about exercise?*

## ELL support

Focus on the visually rich content of this book. When designing content activities, ensure that ELL students focus on oral language (don't worry if their grammar isn't correct). Encourage them to participate in whole-class instruction and in group activities.

## Introducing the book

**Front cover** – Discuss the title and the photograph. *What does staying in shape mean? Why would you want to stay in shape? What are these people doing? How is dancing good exercise?*

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

**Using the flap** – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Taking Care of Yourself*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

**Title page** – *How do the title and the photograph relate to each other?*

## The first reading

**Pages 2 and 3** – Look at the contents page. *Choose a heading. What questions do you have?* Have the students read page 3. **(Making connections)** *What do you want your body to be able to do?*

**Pages 4 and 5** – *Find the word in bold (energy). Why do you think this word is in bold?* Explain that it is a difficult word and that the author doesn't expect us to know the meaning. It also highlights a key word that is important for this topic. Turn to the glossary and read aloud the definition. Explain that everything we do requires energy, but we need more energy for some activities than others. *What kind of activity needs:*

- *a small amount of energy?* (sitting down or reading a book)
- *a moderate amount of energy?* (walking slowly)
- *a lot of energy?* (hiking up a mountain)

Explain that our energy levels go up and down. Our energy depends on how busy we are and what we eat. *How do you feel in the morning? After lunch? After school?* Explain that sometimes, even thinking makes us feel tired. *When have you felt tired from thinking?*

**Pages 6 and 7** – Read aloud the heading. **(Making connections)** Ask the students to suggest ways they can stay in shape. Explain that simple games such as tag and dancing are good ways. *What would make it hard to stay in shape?*

Look at the layout on page 7. *What purpose do the arrows have?* (to show separate items on a list, to attract the reader's eye) Explain that the arrows are called bullets.

**Pages 8 and 9** – Look up “flexible” in the glossary. *How does the photograph help you understand this word?* **(Making connections)** Have the students work in pairs to brainstorm exercises they could do, using the headings “flexible”, “strong”, and “healthy heart”. Encourage them to use the photographs to support their thinking. *What might happen if we didn't warm up and cool down?* Look up “relax” in the glossary. *Is the meaning similar to “cooling down”? How?* **(Summarising)** Have the students summarise what they have learned. (Different kinds of exercise can help you stay in shape.)

**Pages 10, 11, 12, and 13** – **(Making connections)** Discuss the following words, making connections with the students' experiences. Write the words on the board.

- Carbohydrate
  - Read the word to the students.
  - Look up the meaning in the glossary.
  - *Why is eating wholegrain bread for breakfast a good idea?*
- Nutrient
  - Read the word to the students.
  - Look up the meaning in the glossary.
  - *What is your favourite fruit? Your favourite vegetable? How many fruits and vegetables do you eat in one day?*

- Protein
    - Read the word to the students.
    - Look up the meaning in the glossary.
- SUM** – (Summarising) *Why is it important to eat protein?*
- *What are your favourite foods that have protein?*

**SUM** **Pages 14 and 15** – (Summarising) Read aloud the heading. *Why is drinking water an important part of staying in shape?*

**Pages 16 and 17** – Focus on the word “recover”. Clap the syllables (re-cov-er) and look up the meaning in the glossary. (Making connections) *How many hours’ sleep do you usually get? Do you think you get enough sleep?* Have the students discuss with a partner.

**MC**

**Pages 18 and 19** – *Why is it important to exercise and eat healthily at the same time? What would happen if you ate healthy foods but didn’t exercise regularly, or if you exercised regularly but didn’t eat healthy foods?* Have the students discuss with a partner. Notice the bullet points. Say aloud “nervous system”. *What sound does the “y” make?* Look up the meaning in the glossary.

**Pages 20 and 21** – Focus on the fitness plan. *Is this chart easy to read? Why/why not?* Have the students compare week one with week two. *How many rest days are there? How much time would you spend exercising in the first week? The second week?*

**Using the index** – *Which words appear on the most pages? What does this tell you about the importance of keeping in shape?*

## Vocabulary activity

### Focus word: exercise (page 8)

1. Turn to page 8 and read “Your body needs different kinds of exercise.”
2. Say “exercise” with me.
3. Explain that exercise means doing activities to stay in shape. *When you exercise, you move your body.*
4. Give examples that show how “exercise” can be used in different ways.
  - *My body is feeling stiff because I didn’t warm up before I did some exercise!*
  - *I like going to the gym to use machines that help me exercise.*
  - *Playing soccer is a fun way to exercise.*

5. In small groups, the students can discuss the following questions. Remind them to listen carefully and to respect one another’s responses.
  - *What kinds of exercise do you do?*
  - *What exercise would you like to do more or less of? Why?*
  - *If you already get plenty of exercise, what else can you do to stay in shape?*

*Which of the following activities are exercise? Have the students give reasons.*

- *playing a computer game*
- *jumping rope with friends*
- *walking to school*
- *riding in a car to school*

In their groups, the students can rehearse a role-play doing three different exercises. Have those who are confident perform their role-play. The class can guess the exercises.

6. *What is the word we have been learning that means training or keeping in shape? Say the word “exercise” with me.*

## ELL activity

### Language objective: Practising and developing language through interviews

1. Ask the students to skim the sections of the book. *What do you notice about the headings? (all questions) In each section, the author answers questions about staying in shape.*
2. Ask the students to turn to the contents page. *What words are used to ask questions? (why, how, what) Record them on the board. What other question words do you know? Add any new words to the list.*
3. Ask the students to practise asking questions in pairs. Model a question, for example, “What kind of exercise do you like to do?” Model how you would record the student’s answer using a complete sentence.
4. Encourage the students to use the book as a reference when asking questions. Record the students’ questions on the board. Model correct grammar and sentence structure.
5. Together, choose several questions for the students to ask their partners. Have them write down the questions.
6. Allow time for the students to interview their partners. The students can then share their answers with the group.

# Ideas for revisiting the text

## 1. Review and check

- Listen as the students reread the text. Observe their ability to monitor their understanding, making adjustments in their reading and thinking as needed.
- Monitor the students' knowledge of print conventions such as full stops, commas, question marks, exclamation marks, and capitalisation.

## 2. Stop and learn

### a. Decoding/word attack activities

#### Decoding

- Carbohydrate
  - Say the word and clap the syllables (car-bo-hy-drate).
  - Ask the students to find small words in “carbohydrate” (car, rate).
- Nutrients
  - Say the word and clap the syllables (nu-tri-ents).
  - Discuss the “i” and “e” sounds.
- Protein
  - Say the word and clap the syllables (pro-tein).
  - Discuss the sound that “tein” makes.

#### BLM – Using punctuation correctly

- Tell the students that understanding correct punctuation helps them to understand what they are reading. Write the following sentence on the board: “Amy woke up, went downstairs, and ate her mouse. was playing in her sugar bowl at the table.”
- Have the students discuss in pairs what is wrong with this sentence. Ask a volunteer to punctuate the sentence so that it makes sense. Discuss why we use capitals and full stops and brainstorm examples of when to use them.
- Ask the students to read the sentences on the BLM and add correct punctuation. They can then identify the words that should not begin with a capital letter.

### b. Comprehension activity

#### BLM – Identifying important facts and supporting details

Have the students complete the food web to show how the food we eat can help us to keep in shape.

### c. Writing activities

Have the students do the following activities:

- Write a list of ideas to encourage people to exercise in different ways. Add a title. Group the ideas and give each a subheading.
- Create a two-week personal fitness plan using the plan in the book as a model.
- Draw a Venn diagram that shows the differences between a person who stays in shape and a person who doesn't.

## 3. Suggestions for further activities

- Each student can create a fitness plan for the class. The plan should involve fifteen minutes of exercise each day.
- Working in small groups, the students can write a menu for one week. It should include protein, carbohydrates, nutrients, water, and treats. Have recipe books available for ideas and inspiration.