

How Can I Get Fit?



Level: E4 Word Count: 118

Little Books of Answers

Curriculum Connection	Personal Responsibility
Content Vocabulary	climb, climbing, dog, fast, fit, friends, fun, garden, girl, jog, jogging, jump, jumping, lots, play, playing run, running, soccer, swim, swimming, tree, wall, way
Visual Literacy Element	table
Critical Thinking	interpret a photo, apply knowledge
Comprehension Strategy	visualizing
High-Frequency Words	a, are, can, get, is, of there, to, with, you, your

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss getting fit. Take students into the school grounds and invite them to talk about and demonstrate ways that they can get fit. Ensure that they understand that to improve fitness they have to make their hearts beat faster. They have to puff. They are not going to raise their level of fitness by slowly walking around for ten minutes.

- Give each student a copy of the book *How Can I Get Fit?* Have them read the title.
- Ask the students to set the purpose for reading by asking, *Why would you read this book? What do you think you will find out as you read this book?*
- Discuss the cover photo. Ask questions such as – *What can you see in this photo? What are these students doing to get fit? Do you think that they will be puffing as they run around playing soccer? Is playing soccer a fun way to get fit?*
- Have the students turn to the title page. Ask similar questions to those you asked about the cover photo.
- Invite the students to close their eyes and visualize themselves jumping up and down to get fit. Can they feel their heart beating faster? Can they feel their legs getting tired? Can they see themselves puffing? Go outside again and have them practice what they visualized.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos. Have the students read the labels. Assist them where necessary.
- Tell the students that the Vital Vocabulary words are in the book and will help them with their understanding as they read.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Invite the students to read the captions as they discuss each photo. Ensure that you provide the vocabulary for those students who are not familiar with the English language or have limited conceptual knowledge. Have those students read the captions with you.
- To ensure and enrich understanding say things such as – *Jogging is faster than walking and slower than running. If you want to jog to get fit you'll have to jog for longer than you would if you were running to get fit. Climbing a tree to get fit doesn't make you puff, it strengthens your muscles.*
- Discuss the table on page 15. Explain to the students that graphic features such as tables are a good way of showing information in a different way. Have the students read the table and discuss how the format makes understanding easy.

Read the Book

- Ask the students to read the title on the cover, title page, and the vital vocabulary, again.
- Remind them to think about the purpose for reading the book as they read. Revisit the purpose before they start reading if necessary.
- Have the students read the book aloud independently. Remind them to check the words and the photos to make sure that what they are reading makes sense and looks right.
- Move around the group listening and helping individual students as necessary.
- Ask any students who finish reading the book ahead of the group, to revisit the book again and find the page they found the most interesting. Have them share this information with the group at the end of the lesson.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
What are the friends doing together to get fit?
How can you get fit in water?
How can you get fit fast?
What do some team players do to get fit?
- Check inferential comprehension by asking these questions:
Which do you think is the easiest way to get fit? Why?
Which do you think is the most fun way to get fit? Why?
What things can you do by yourself to get fit?
What games can you play to get fit?
- Have the students make further connections between visualizing something and making it happen. Is it easier to imagine yourself doing something before you actually do it?

Critical Thinking

- Have the students turn to page 16 and look at the photo. Tell them that their task is to find out what these people are doing and how it will help them get fit and also to think of other ways people can get fit.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students write about themselves doing something to get fit. Assist with spelling where necessary. Have the students illustrate their story.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Write a story about the photo.



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How Can I Get Fit?

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Name:



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Draw and write.

I like the part about

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