

	<b>Lesson Plans for Nestle Collection</b>
	<b>Exercise (Level 1, PreK-2)</b>
	<b>Reading Is Fundamental</b>
	<b>Books Supported:</b> <ul style="list-style-type: none"> <li>• <i>From Head to Toe</i> by Eric Carle</li> <li>• <i>Oh, the Things You Can Do That Are Good For You!</i> by Tish Rabe</li> <li>• <i>Exercise</i> by Sharon Gordon</li> </ul>

## INTRODUCTION

Physical activity is important for a healthy brain and body, but many children do not get enough exercise on a daily basis. The books in this collection will help you teach the importance of exercise and help you incorporate exercise into your school day. This lesson plan will provide general information for the collection and then book-specific information below.

Here are some examples of classroom activities to support students' learning:

- Create a word wall of vocabulary from the unit. For pre-readers, include pictures that can be easily detached from and reattached to the wall. As you review vocabulary, ask students to help you match the pictures with the words.
- Set up an "Exercise Literacy Center" in your classroom. Include books from this collection and other books about exercise. Hang posters that allow children to read and follow along with simple exercises, like stretching or yoga, that can be done in the classroom.
- Invite experts, like your school's P.E. teacher or a local athlete, to visit your class and talk to students about the importance of physical activity.
- Make physical activity logs, the same way you would make a reading log to track time spent reading. Ask students to track what physical activity they did and how long they did it. Encourage them to try to get to one hour of physical activity each day.
- Incorporate exercise into your school day, and use vocabulary from this lesson plan as you lead the students. Start with stretches and simple yoga moves in the morning, then provide opportunities for students to move during transitions. For example, you could let them stand and shake their sillies out, lead guided dances like the Hokey Pokey, or provide two-minute intervals for students to dance in place to music.
- Provide extra opportunities to explore various physical activities. Depending on what's available at your school, you could provide various sizes and types of balls, jump ropes, tumbling mats, and other items for students to use at recess. If you are teaching preschool or kindergarten, you could set up outdoor centers one day and have a special "Exercise Choice Time."

## **Materials**

- sentence strips
- posters showing simple exercise moves
- recorded music for students to dance to
- sports and recreation equipment

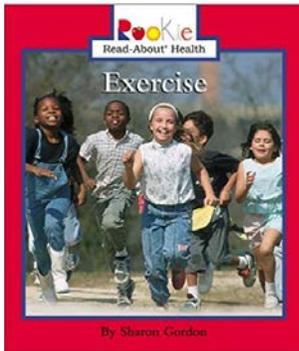
## **General Objectives for Exercise Lessons**

Students will:

- understand the importance of exercise.
- aim to get at least one hour of physical activity each day.
- name several options for physical activity.
- read instructions for various simple exercises.
- identify specific ways exercise helps our bodies.

## BOOK-SPECIFIC LESSON PLAN 1

### Using *Exercise* by Sharon Gordon with the Exercise Level I Lesson Plan



*Exercise* by Sharon Gordon (Children's Press, 2002) explains the health benefits of exercise and provides examples of good physical activity.

#### Objectives

Students will:

- identify the main topic of the book
- identify the author's purpose for writing
- identify reasons the author gives to support points
- give examples of ways exercise benefits the body
- give examples of different types of exercise

#### CCSS Alignment

- RI.K.1 With prompting and support, ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, identify the main topic and key details of a text.
- RI.K.5 With prompting and support, identify the front cover, back cover, and title page of a book.
- RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.10 Actively engage in group reading activities with purpose and understanding.
- RI.1.1 Ask and answer questions about key details in a text.
- RI.1.2 Identify the main topic and retell key details of a text.
- RI.1.7 Use the illustrations and details in a text to describe its key ideas.
- RI.1.8 Identify the reasons an author gives to support points in a text.
- RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
- RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why* and *how* to demonstrate understanding of key details in a text.
- RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
- RI.2.8 Describe how reasons support specific points the author makes in a text.

#### NGSS Alignment

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

**Pre-Reading Activities:** Look at the front cover and read the title and author's name. Ask students, "What are the children on the front cover doing? What do you think this book is about?"

**Reading:** Read *Exercise* aloud to your class. Pause often to note key vocabulary and to make connections to the illustrations.

Provide a list of questions for students to think about as they read.

What is exercise? (moving your body to stay fit)

What kinds of physical activity are the children in the pictures doing? (running, playing sports, lifting pumpkins, pulling friends on a riding toy, stretching)

What are some reasons why you should exercise? (It helps your body stay strong and healthy, helps you sleep better, keeps your muscles strong, and keeps your heart strong.)

What examples of good ways to exercise does the author give? (playing outside with friends, playing sports, taking dance lessons, taking a karate class, taking the dog for a walk, dancing to music, jumping rope, shooting hoops, splashing in the water, running a race)

**Post-reading:**

Post-reading Comprehension Questions:

What is the main topic of the book? (exercise)

What is the author's purpose for writing? (to explain why you should exercise)

According to the book, why should you exercise? (to be healthy and strong)

According to the book, what parts of the body does exercise benefit? (heart, muscles)

Class Activity: After reading the book, students should have many more ideas about what types of physical activity count as exercise. Make a chart to count how many students enjoy various activities (Examples: dance, sports, playing outside, or any that your students name).

<b>ABOUT THIS TITLE</b>
<b>Lexile:</b> 440
<b>Interest Level:</b> 4-8 years
<b>Reading Level:</b> PreK-2

**Themes**

Nonfiction, Education, Exercise, Health, Muscles, Heart

**Word List:****Category Vocabulary:**

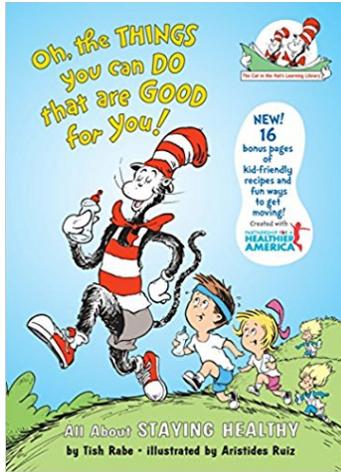
Exercise	Physical activity that keeps you fit
Muscles	Help you move your body
Heart	A very important muscle
Healthy	In good physical shape
Strong	Having strength

**Book-Specific Vocabulary**

Fit	In good physical shape
dance	An activity you do in a class or on a stage
Jump rope	An activity where you jump over or swing a rope
Karate	You can earn different belts for different levels of this physical activity.
Walk	An activity where you move your legs. You might take a dog along.
Run	An activity where you move your legs very fast. You might do this in a race or while playing sports.

## BOOK-SPECIFIC LESSON PLAN 2

### Using *Oh, The Things You Can Do That Are Good For You!* by Tish Rabe with the Exercise Level I Lesson Plan



*Oh, The Things You Can Do That Are Good For You!* by Tish Rabe (Random House, 2001, 2015) is a selection from The Cat in the Hat's Learning Library, written in the style of Dr. Seuss's original *The Cat in the Hat*. The Cat narrates this rhyming book, taking children on a trip to "the Feeling Great Center in far-off Fadoo" to see all of the things they can do to keep their bodies healthy.

### Objectives

Students will:

- identify the main topic
- identify key details
- distinguish between fact and fiction in an informational text
- make connections between exercising and having a healthy body
- understand key vocabulary

### CCSS Alignment

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

RI.K.2 With prompting and support, identify the main topic and key details of a text.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.K.10 Actively engage in group reading activities with purpose and understanding.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.

RI.2.1 Ask and answer such questions as *who, what, where, when, why* and *how* to demonstrate understanding of key details in a text.

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4 Determine the meaning of words or phrases in a text relevant to a *grade 2 topic or subject area*.

RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **NGSS Alignment**

K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.

**Pre-reading Activities:** Talk about "things you can do that are good for you." Ask the students to list some ways we keep our bodies healthy. It would also be helpful to have read several Dr. Seuss books before reading a Dr. Seuss-inspired informational book, so that students understand how Dr. Seuss plays with language and have an easier time separating the fact from the nonsense in this book.

**Reading:** This is a great book for reading aloud to model fluency and expression. (You will probably want to practice the tongue-twisters first, though!)

This book blends health information with nonsense rhymes and words, so the main task of reading comprehension is to pull out the facts. There are two types of text in this book: the primary narrative and the informational sidebars carried by the Things. The sidebars blend seamlessly into the text, so you can go ahead and include them in your read-aloud. Then, as you study the book with students, be sure to show your students how sidebars can help us to identify important information in the text.

Provide students with a list of questions to think about as you read:

How long should you "get moving" each day? (at least one hour)

How long should you wash your hands to remove germs? (half a minute)

What kind of food should fill half your plate? (fruits and vegetables)

What should you do if you feel angry, mad, or sad? (talk to an adult, realize it's normal to feel that way sometimes)

How many times a day should you brush your teeth? (twice)

What should you wear on your head when riding a skateboard or bike? (a helmet)

How many hours of sleep do buggles (and kids) need? (10 hours)

## **Post-Reading:**

Post-reading Comprehension Questions:

What is the main topic of this book? (things you can do that are good for you, or health and safety practices)

What are some things the Cat says are good for you? (exercise, good hygiene, eating well, sleeping well)

What are some types of exercise the Cat suggests? (playing outside, swinging, sliding, skateboarding, playing catch, jogging, biking, playing sports)

Class Activities: Talk about separating fact from fiction in an informational text like this one. Give examples and ask students to identify which are fact and which are fiction (Example: "Tweet shoot beezerball baskets by using their feet," is fiction. "Germs that stay on your teeth can lead to decay," is fact.)

Give students an activity log shaped like the face of a clock and divided into 5-minute increments. Each time they complete five minutes of activity, they can color in a wedge on the clock. This should help students understand how much physical activity they should get each day.

<b>ABOUT THIS TITLE</b>
<b>Lexile:</b> 590
<b>Interest Level:</b> 5-8 years
<b>Reading Level:</b> K-3 <sup>rd</sup>
<b>Themes</b> Informational Text, The Cat in the Hat, Dr. Seuss, Partnership for a Healthier America, Exercise, Health, Health and Safety, Hygiene, Nutrition

**Word List:****Category Vocabulary:**

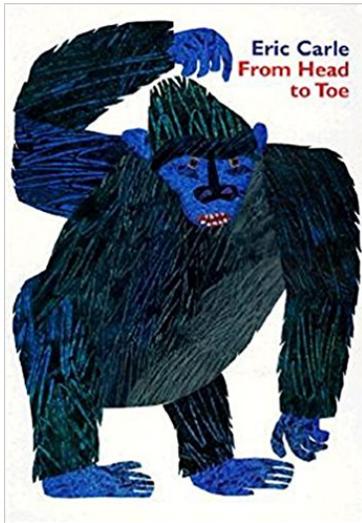
Exercise	Physical activity that keeps you fit
Muscles	Help you move your body
Heart	A very important muscle
Healthy	In good physical shape
Strong	Having strength

**Book-Specific Vocabulary (Taken from the glossary on page 44)**

Buffet	A meal laid out so people can serve themselves
Cavity	A hole in a tooth caused by decay
Center	A building used as a meeting place that might have equipment for certain activities
Decay	To lose strength; to rot
Energy	The ability to be active
Fountain	A device that supplies drinking water
Refrain	A part of a song or poem that is repeated
Vitamins	Substances that are necessary in small amounts for the normal growth and activity of the body

## BOOK-SPECIFIC LESSON PLAN 3

### Using *From Head to Toe* by Eric Carle with the Exercise Level 1 Lesson Plan



*From Head to Toe* by Eric Carle (HarperCollins, 1997) is a picture book with simple, repetitive text that asks children to move their bodies along with Carle's distinctive colorful animals.

#### **Objectives:**

Students will:

- identify the front cover, back cover, and title page
- demonstrate understanding of the relationship between the text and pictures by carrying out motions
- name the author-illustrator
- match each animal to the motion completed

#### **CCSS Alignment**

RI.K.1 With prompting and support, ask and answer questions about key details in a text.  
RI.K.5 With prompting and support, identify the front cover, back cover, and title page of a book.  
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas and information in a text  
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).  
RI.K.10 Actively engage in group reading activities with purpose and understanding.

#### **NGSS Alignment (None)**

**Pre-Reading Activities:** Talk to children about how different animals move their bodies (snakes slither, rabbits hop), and share an action rhyme like "Head and Shoulders, Knees and Toes" to get children used to moving along with instructions.

Look at the front and back cover together. Ask students, "What is the gorilla/flamingo/child doing? How are they moving their bodies?"

Name the author-illustrator and check for understanding by asking the students to repeat it.

Look at the title page. Support students as they make the connection that the child is making the same motions as the gorilla on the front cover.

**Reading:** Before you read, move students to an area where they have plenty of space to move. Read aloud and guide students through the motions in the book. Show them the cover and ask them to pat their heads like the gorilla. As you read, model the animal movements in the book. Ask the questions, and coach the students to respond, "I can do it!" with the children in the book as they complete the actions.

**Post-reading:**

Post-reading Comprehension Questions:

What animal turns its head? (penguin) (Repeat this question for each animal.)

What motion does the child show the bird? (wiggles toe)

Class Activities: Try an activity inspired by the book. Tell each child to think of a movement. One by one, each child can announce their name and movement. (Ex. "I am Kate and I can wave my arms! Can you do it?" Other children respond, "I can do it!" and mimic the action). Preschool children will especially love this activity, but even early elementary children will enjoy it.

You can even make your own classroom book based on this activity. Just have each child draw a picture to accompany his or her action, write the words or have the children write the words, depending on grade level, and bind the book with string.

<b>ABOUT THIS TITLE</b>
<b>Lexile:</b> 210L
<b>Interest Level:</b> 4-8 years
<b>Reading Level:</b> PreK-3 <sup>rd</sup>
<b>Themes:</b> Eric Carle, Animals, Movement, Exercise

**Word List:****Category Vocabulary:**

Exercise	Physical activity that keeps you fit
Muscles	Help you move your body
Heart	A very important muscle
Healthy	In good physical shape
Strong	Having strength

**Book-Specific Vocabulary:**

Turn	To face in a different direction
Bend	To move your joints
Raise	To lift
Wave	To move back and forth
Clap	To bring hands together
Arch	To curve up and around
Thump	To beat
Wriggle	To move quickly side to side
Kick	To move your leg quickly
Stomp	To lower your foot heavily
Wiggle	To move quickly up and down