

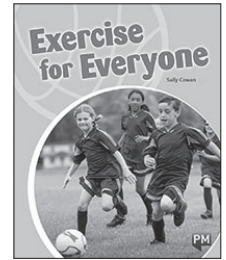
# Exercise for Everyone

PM Level 23

Silver

**Text Type** Information Report (Informative), Procedure (Informative)

**Running Words** 902



## Preparing for Guided Reading

### Prior knowledge

- Ask students to define what they think exercise is, and share some of the forms of exercise they enjoy most.

### Orientation to the text

- In this book, the reader learns about the benefits of exercise, including physical, mental and social benefits. They also learn to do a simple workout that includes warm-up, aerobic exercise, strength training and stretching.

## Building the Balanced Reader

### Vocabulary

#### Key vocabulary

*everyone, different, energy, activities, practising, together, comfortable, repeat, breathe*

#### Content words

*exercise, movement, muscles, improve, aerobic, gradually, balance, yoga, pulse, slightly, stretch*

### Decoding

- Consolidate recognition of an expanded range of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes, syllabification, familiar words and scanning across words to assist in decoding unfamiliar words.
- Attempt to decode unfamiliar words by applying prior knowledge, attending to details in photos and illustrations, and attending to print details.

### Focusing on the book – guided reading

- After reading pp. 2–3, have students name the main benefits of exercise and fitness, including any benefits they can think of that are not mentioned in the text.
- Have students name all the activities they can think of that make the heart beat faster. Discuss the fact that these activities need to be sustained to make the heart grow stronger.
- Discuss some of the problems that can occur if we do not warm up our muscles properly before exercise.
- Ask students why they think being fit and healthy can have a positive effect on the way we think and feel.

- Discuss some of the social benefits of exercise, particularly team sports. Have students share experiences of playing in teams, and the friendships they have made through this.
- Read through the materials list on pp. 12–13 and have students suggest the sorts of exercises that this workout might involve.
- Discuss the link between pulse rate and exercise. Ask students if they feel their hearts pounding harder and faster when they exercise.
- As the boy does the push-up on pp. 18–19, he leaves his knees on the ground. Discuss why this is a good technique for people who have not done many push-ups before.
- Discuss the skills that are developed while walking and bouncing a ball at the same time. What skill is the boy developing by walking with the beanbag on his head?
- Discuss how the stretches on pp. 22–23 increase flexibility, and how stretching is a good way to finish an exercise session – helping to cool the body down and avoid muscle soreness.
- Revise the language features of a procedure, e.g. imperative verb forms, numbered steps, short concise sentences.

### Comprehension

- When exercising, why do you need to warm up your muscles gradually? (*Literal*)
- Why does a player need to change direction quickly when playing ball games? (*Inferential*)
- What can happen to people who are unfit? (*Applied Knowledge*)

### Follow-up activities

- Have students make a list of all the activities they regularly do that lift their heart rate. Have them choose one of these activities and make a poster, advertising its benefits.
- Direct students to write their own procedure showing how to do an exercise they perform regularly themselves. Have them ensure that the procedure is safe and easy to follow.

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## Learning Intentions

- We are consolidating our knowledge of high-frequency words, and using phonics, syllabification, familiar words, affixes and scanning to decode the text.
- We are learning to integrate prior knowledge, reading skills and strategies to derive greater meaning from the text.
- \_\_\_\_\_

## Success Criteria

- I can use my knowledge of high-frequency words, phonics, syllables, familiar words, affixes and scanning to assist me in decoding the text.
- I can use prior knowledge, and various reading skills and strategies to improve my understanding of the text.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up