	Lesson Plans for Nestle Collection
	Exercise (Level 2, 3-5)
	Reading Is Fundamental
	Books Supported: <ul style="list-style-type: none"> • <i>Get Outside Guide</i> by Nancy Honovich and Julie Beer • <i>The Busy Body Book</i> by Lizzy Rockwell

INTRODUCTION

Children naturally have high levels of energy and need opportunities to move their bodies for proper growth and physical fitness. However, long school and work hours for families and increased screen time mean that many children do not have adequate opportunities to be active or may not choose physical activities over sedentary ones. The books in this collection encourage children to be active and give them ideas, strategies, and motivation for doing so.

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

- Set up an Exercise Literacy Center in your classroom. Include books from this collection and other books about exercise, sports, and physical fitness. Try to also include a variety of magazines about sports and exercise. (Try asking for donations of old magazines from friends, family, and colleagues.)
- Incorporate physical activity into the school day by taking breaks between activities and easing transitions by doing a few simple stretches and in-place exercises with your students. Physical movement will prepare students' brains to learn better as well as give them the opportunity to get the wiggles out of their bodies.
- Align study of this collection with your school's Field Day, and encourage students to make connections between the events they participate in and the information learned from books in this collection.
- Assign "Physical Fitness" logs the way you would assign timed reading logs. Include spaces for students to record what physical activity they performed and how long they were active.
- While many children are involved in sports, dance, and other movement-based extracurricular activities, the expense involved in organized programs like this prevents many children from participating. Find resources in your community that provide physical fitness opportunities for children for free or at a lower cost. (For example, many communities have children's running clubs). If nothing exists, consider partnering with your school and community to create one.
- Partner with your school's physical education teacher to create an interdisciplinary or "Reading Across the Curriculum" approach to study of the books in this collection.

Materials List:

- paper for Physical Fitness Logs
- equipment for Field Day
- books and magazines about sports and fitness
- classroom posters showing stretching and in-place exercises you can complete

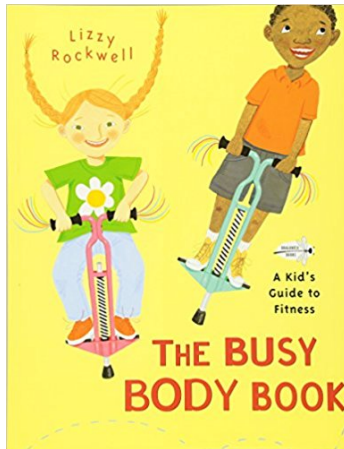
General Objectives for Exercise Lessons

Students will:

- understand new vocabulary
- explain why physical activity is important to the body's health
- discover two or three types of exercise they enjoy
- keep a Physical Fitness Log and successfully meet physical fitness goals
- know basic guidelines for recommended amounts of physical activity for children their age
- describe ways to be active outside and set goals for completing outdoor activities

BOOK-SPECIFIC LESSON PLAN 1

Using *The Busy Body Book* by Lizzy Rockwell with the Exercise Level II Lesson Plan



The Busy Body Book by Lizzy Rockwell (Dragonfly, 2004) is a short book that asks children to think about the ways their bodies can be busy. Diagrams of various body systems accompany text that discusses how physical activity helps those systems stay healthy.

Objectives

Students will:

- demonstrate understanding of how exercise affects the body
- identify the main topic
- identify exercises they would like to try
- identify and define new vocabulary words

CCSS Alignment

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.6 Distinguish their own point of view from that of the author of the text.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

NGSS Alignment (None)

Pre-Reading Activities: Show the book to students and ask them to think about what it means to be a "busy body." Talk about some types of physical activity or exercise students enjoy and make a list on the board.

Reading: Because of its shorter text, this book is a good choice to read aloud to students. Read the main text aloud, inviting students to look more closely at the diagrams on their own at a later time.

Post-Reading: Answer the questions below as a class, then make the book available for students to examine in your Exercise Literacy Center or to check out from your classroom library.

Post-Reading Comprehension Questions:

What is the main idea of the book? (Exercise helps all our body's systems to stay healthy.)

What are some ways exercise helps the body? (strengthens muscles, aids circulation, aids respiration, aids digestion)

How does your body get more oxygen when you are active? (Your heartbeat speeds up and you take deeper breaths.)

Why do you need to drink more water when you are active? (Your body sweats to cool you down, so your body needs to replace that water.)

What does your body need after a busy day? Why? (You need to rest so your body can heal and grow.)

What does it mean to be a "busy body"? (Answers will vary.)

Class Activity: Look at the grid of activities on the next-to-last two pages. Ask students to make a chart with three columns. In one column, ask them to list or draw activities they enjoy. In another column, ask them to list or draw activities they are interested in trying. In a third column, ask them to list or draw activities that are not for them.

ABOUT THIS TITLE
Lexile: 0680
Interest Level: 3-7 years
Reading Level: PreK-2
Themes Nonfiction, Informational Text, Exercise, The Human Body, Sports

Word List:

Category Vocabulary:

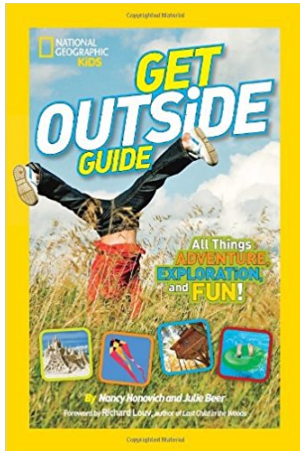
Exercise	Physical activity
Sports	Activities completed by individuals or a team that have rules and objectives

Book-Specific Vocabulary:

Fitness	Keeping our bodies in shape
Oxygen	Air that helps your muscles move and helps your brain think
Energy	Fuel for your body that comes from food
Water	The main ingredient in your saliva, sweat, urine, and blood
Sweat	Your body does this to cool off
Rest	What your body needs to heal and grow

BOOK-SPECIFIC LESSON PLAN 2

Using *Get Outside Guide* by Nancy Honovich and Julie Beer with the Exercise Level II Lesson Plan



Get Outside Guide by Nancy Honovich and Julie Beer (National Geographic, 2014) encourages children to spend time in nature. Chapters on water, forest, backyard, city, and park environments provide a close look at the plants, animals, seasons, and opportunities for adventure all around us. Each chapter also includes various fun facts and activities.

Objectives

Students will:

- identify and define new vocabulary words
- compare and contrast their point of view with that of the author
- read closely and summarize a chapter
- retell information from the text for an audience of their peers

CCSS Alignment

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.6 Distinguish their own point of view from that of the author of the text.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

*Many fifth grade standards require students to assimilate information from multiple sources. If you are teaching fifth grade, provide students with other related texts to supplement their learning.

NGSS Alignment

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

Pre-Reading Activities: Introduce the book to students. Read the Foreword by Richard Louv together and discuss why Louv says it's important to spend time outside. Read and discuss "How to Use This Book" on pages 8-9 with students to help guide their reading.

Reading: Put students in five groups (water, forests, backyard, town, and park). Ask each group to read their chapter closely, prepare a presentation on their chapter, and make a poster to accompany their presentation. Their presentation/poster should include answers to the Post-Reading Comprehension Questions below.

Post-Reading:

Post-Reading Comprehension Questions:

(Answers will vary based on group.)

Where is this type of environment found?

What types of plants and animals are found in this environment? What traits do they have that make them suited to this environment?

Describe seasonal changes in this environment.

What are some fun ways to get outside and be active in this environment?

List and define five interesting words you discovered in this chapter.

Class Activity: View the presentations and posters. Using what students have learned from reading the book, from preparing their own presentations, and from listening to other groups, go on a nature walk around your school. Collect information about your school's environment,

including elements like the presence or absence of water, the type of vegetation, and the plants and animals that you see. From memory, describe how your school environment changes in each season, and list some ways students have fun outside at different times of year. Now that they have completed the activities related to this book, discuss some reasons students think it's important to spend time outside and compare their answers with Louv's reasons.

ABOUT THIS TITLE
Lexile: 0990
Interest Level: 9-12 years
Reading Level: 4 th -7 th
Themes Nonfiction, Informational Text, Outdoors, Exercise, Science, Nature, Exploration, Climates, Habitats, Animals, Plants

Word List:**Category Vocabulary:**

Exercise	Physical activity
Sports	Activities completed by individuals or a team that have rules and objectives

Book-Specific Vocabulary:

(There is an extensive vocabulary list on pages 154-155. This is a list of words for outdoor activities that align with the category theme of Exercise.)

Swimming	An exercise you can do in a body of water
Spelunking	Also known as caving, or exploring a cave
Kayaking	Paddling in a small, one-person boat
Hiking	You can do this sport anywhere as long as you have sturdy shoes
Horseback riding	Traveling on the back of a large, four-legged animal
Rock climbing	Make sure you have strong ropes for this activity
Snowshoeing	This activity lets you walk on top of snow
Orienteering	Also known as map reading, an activity where you use a compass to complete a trail