

Physical Fitness (BookFlix Lesson for Grade 1)

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Standards:

Ohio's Learning Standards for English Language Arts:

Reading Standards for Literature

- 1.1 Ask and answer questions about key details in a text.
- 1.2 Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details.
- 1.3 Describe characters, settings, and major events in a story, using key details.
- 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

Reading Standards for Informational Text

- 1.1 Ask and answer questions about key details in a text.
- 1.2 Analyze informational text development. a. Identify the main topic. b. Retell key details of a text.
- 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Overview: Students will compare and contrast fiction and nonfiction texts by reading and viewing the paired text, *The Gym Teacher from the Black Lagoon* and *Keeping Fit*, found in BookFlix on the INFOhio website.

Materials Needed:

- Computer/Projector
- Website: Go to www.infohio.org. Click K-5, and then BookFlix. Use the search box and type in the title *The Gym Teacher from the Black Lagoon* by Mike Thaler. Grades PreK-3. Lexile: 400. Guided Reading Level: M. *Keeping Fit* by Megan Bogert-Spaniol. Grades K-2. Lexile: 440. Guided Reading Level: G.

Best Practice:
Teachers should use quality digital literature, just as they use quality print texts.

Instructional Plan:

Before viewing the *Gym Teacher from the Black Lagoon*:

1. Discuss physical fitness with students. Some guiding questions to consider for your discussion:
 - How do we keep our bodies healthy?
 - What kind of foods are good for our bodies?
 - What kind of foods aren't good?
 - How do we keep our muscles, heart, and lungs strong?
 - What kind of activities do you like to do?
 - What kind of sports do you play?
 - Why is it important to keep our bodies healthy?

Best Practices:

The use of digital text and technology must be matched with student need and scaffolded. Most promising literacy practices with digital tools and devices involve lots of human to human interaction. Encourage active use of technology/digital texts to connect to self, to other texts, and to the world.

Record students' answers on chart paper. Revisit their answers after viewing the video. During discussions, be sure to intersperse whole class and turn-to-your partner discussion.

2. You may wish to share and discuss these other important vocabulary words:

- **Clubs:** large wooden sticks, like bats
- **Donate:** to give away
- **Fitness:** a measure of how healthy your body is
- **Gymnastics:** a sport that combines flexibility, strength, and coordination in different events
- **Posture:** how straight you stand up
- **Rumor:** something people are sharing about someone else that may not be true

3. Review with students the difference between fiction and nonfiction.

Explain that fiction tells about things that are imaginary, or make-believe, they are stories; while nonfiction tells about things that happen in real life, they are information books. Tell students they are going to be listening/watching two texts that include the same topic: physical fitness. The first one is fiction, the second is nonfiction.

After viewing the video:

4. Discussion: Did they hear the new vocabulary words? Did it help them to know what those words meant before they watched the video?
5. Guide students to make text-to-self connections with the video. Guiding questions:

- Is there any teacher in your school that you were afraid of before you met him/her?
- Have you ever had a different opinion of a place after visiting than before you went?
- Have you ever heard a rumor about someone or something that turned out not to be true? Did you believe the rumor?
- What do you know about our gym teacher?
- How does our "keeping healthy" chart compare with this book?
- Did you enjoy the video? What did you like/dislike about it? Did you like the way it was animated (brought to life)? Sound effects?
- How do you compare that to just reading the book? Which do you prefer?

Share the nonfiction book:

6. If devices are available, have students follow as you read (or use the audio) for *Keeping Fit*. You could also project the book on a screen for whole-group reading.
7. Discussion: Refer back to the chart and compare student answers to *Keeping Fit*. Are there some that are the same? Different?
8. What was different about the way this book was presented to you?

Paired Text Activities:

Best Practice: Young children's interaction with enhanced digital books also advances their facility to communicate and comprehend across modes and platforms, sometimes called trans-literacy development.

1. Compare and contrast *The Gym Teacher from the Black Lagoon* and *Keeping Fit*. Ask students which book was fiction and which was nonfiction. Guiding questions:
 - How are the pictures in *The Gym Teacher from the Black Lagoon* different from the pictures in *Keeping Fit*?
 - How do the pictures give us clues about whether the text is fiction or nonfiction?
 - Which text teaches us facts? Which text tells us a story with characters?
 - What are the make-believe parts of *The Gym Teacher from the Black Lagoon*? Are there any make-believe parts of *Keeping Fit*?
 - Which text is fiction? Which text is nonfiction?

Extension Activities:

1. Revisit the list that students generated about physical fitness. Make a T-chart. Label one side, "Activities That Keep Us Healthy" and the other side, "Food That Keeps Us Healthy." Have the students sort their ideas from the before-viewing discussion into the T-chart. Then ask students to add ideas to the chart. Make a goal as a class to eat at least 2 of the foods on the list per day and do at least one of the activities.
2. Using what you learned from *Keeping Fit*, write a paragraph that tells at least 3 things people should do to stay healthy. You can look back at the story on your tablet (or on the screen) for help. Be sure you include at least 3 facts from the story. Be sure to write an ending sentence.

Differentiation:

Teachers use many techniques to differentiate instruction to meet the needs and support all learners. Some examples of differentiation used in BookFlix include:

- Lexile levels
- Student focused - individual and/or small group
- Important vocabulary words are highlighted and definitions are given when clicked
- Listen to nonfiction book read aloud with words highlighted, or choose to turn off audio
- Games reinforcing concepts with each pair of books

Assessment:

Use the "Puzzler" feature for the paired text, titled "Fact or Fiction?" Complete the assessment as a class.

Physical Fitness – BookFlix

Home Assignment – Challenge Activity

Parents,

Today your child used a digital resource called BookFlix to listen to, read, and discuss two books that deal with a similar topic. They learned how to navigate the digital tools that are provided to help them comprehend information, along with class discussion.

Please have your child share with you the BookFlix paired books they read today, and retell you the stories. Also, please take a few extra minutes to explore other paired books within the BookFlix resource. Here are the directions:

1. Have your child go to www.infohio.org. Select the K-5 tab. Select BookFlix.
2. Use the search box and type in the title *The Gym Teacher From the Black Lagoon* and *Keeping Fit*.
3. Your child can show you how to watch the fiction eBooks, then how to listen to the reading of the second book. They should be able to tell you that *The Gym Teacher from the Black Lagoon* is fiction and *Keeping Fit* is nonfiction, and why. They should be able to retell the stories in their own words.
4. Have your child show you how to access “Puzzlers” by clicking on the Puzzlers link at the left side. Play “Fact or Fiction?” together.
5. After this, click on the BookFlix icon at the top left. You and your child may explore some other book pairs.

Best Practice:

Teachers, caregivers, and parents should communicate frequently about the use of digital text. Parent and child should complete the Challenge Activity together.