



# Physical Fitness (World Book Kids Lesson for Grade 2-3)

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## Standards:

Ohio's Learning Standards for English Language Arts:

Reading Standards for Informational Text

2.1 Ask and answer questions about key details in a text.

2.2 Analyze informational text development. a. Identify the main topic. b. Identify the focus of specific paragraphs within the text.

2.5 Know and use various text features (e.g. captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

3.2 Analyze informational text development. a. Determine the main idea of the text. b. Retell the key details and explain how they support the main text.

3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

### Best Practices:

Digital text should be used in lessons and instruction.

### Best Practices:

Use high interest complex texts (Lexile: 200-300 above a student's level) with quality audio such as books on tape or bimodal text and require students to read aloud as well.

## Overview:

Students will define physical fitness and identify ways a person can stay fit. Students will make text-to-self connections between the article and their own lives. Students will use strategies for reading informational text in a digital environment and explore tools provided in the resource that assist in accessing information in a digital environment.

## Materials Needed:

- Computer/Projector
- Website: Go to [www.infohio.org](http://www.infohio.org). Click K-5, then World Book Kids.

Search for Physical Fitness. Lexile: 890.

## Instructional Plan:

1. Go to [www.infohio.org](http://www.infohio.org), click K-5, and select World Book Kids. Explain to students that in whole group, they will be using World Book Kids (an online reference resource) to learn more about the health topic, physical fitness.
2. Type the term, "physical fitness" in the search box. Select the article, "Physical fitness" from the search results.
3. Pass out the Informational Text Notes graphic organizer. Explain to students that taking notes help us understand what we have read. They will be taking notes while reading the article.

## Pre-Reading Activities - Examining Text Structures and Resource Features:

### Best Practices:

Students should engage, communicate, connect, create, and reflect when reading digital text.

1. Read the title "Physical fitness." Have Students write down the words "physical fitness" next to the word Topic on the graphic organizer.
2. Ask students what they think **physical fitness** means. Have the students write their answer on the graphic organizer in the box titled "What I Know." Select students to share their answers with the whole class or have students share with partner.
3. Click on the "Contents" icon. Review the sections in the article. As you read the section headings, ask students what they think each section will be about or review with students that headings can help them see what a section will be about before they read. Select the second section-heading link to show students how selecting the link will move the page down to the section. Show how they can use the "Top arrow button" at the bottom of the screen to move back up to the top of the page
4. Click on the "Tools" icon. Discuss the various tools World Book Kids provides to help the student read the article. You may want to focus on the download, translation, and/or the hear text read aloud option.
5. Scroll down the article to show that the article contains pictures with captions. Review how pictures can help the reader understand the topic and that students should take time when reading an article to look at the picture and read the picture captions to learn new information.
6. Return to the top of the article to begin reading.

### Best Practices:

Students should have a plan and prioritize outcomes before reading a digital text.

### Best Practices:

Teach digital operations for navigation and activation of digital texts as part of a reading lesson.

## Reading and Note-taking:

### Best Practices:

Students should engage, recognize, and use digital tools while reading digitally to maximize comprehension.

1. Repeat the title and read the first sentence in the introduction. "Physical fitness is having a strong, healthy body." Ask the students what they think the word healthy means.
  - a. Show the students that they can look up any word in the article by double-clicking on a word. Double-click on the word "healthy." The pop-up dictionary will appear with a definition. Next, show the students that they can look up a definition by searching for a word. Type the word "health" in the box. A definition will appear. Discuss the meaning of the word health. Talk about how it relates to physical fitness. Show students how to return to the article by selecting the back button.
2. Finish reading the introduction.
3. Read the section heading. Ask students if these are important words to the topic. Explain that as they read the article, they should make note of important words.
4. Continuing reading the article having students make note of important words and their definitions using their graphic organizer.
  - a. Suggested words include *stamina*, *strength*, *flexibility*, and *aerobic*.
5. In addition, as you are reading, help students make notes on their graphic organizer of important facts that will help them understand the topic.
  - a. Remind students we can gather facts from the pictures, picture captions, and videos. As you read, make sure to discuss pictures and captions and watch the videos as they relate to the various topic content.

**Best****Practices:**

Connect digital text to other forms of media, print, audio or visual.

6. Finally, review the information on the graphic organizer and discuss the meaning of physical fitness according to the text. Have students write the meaning of physical fitness on the graphic organizer in the box titled "What I Learned from the Text."

**Making Connections:**

Guide students to make text-to-self connections with the article. Discuss with whole class, small groups, or pairs. Guiding questions:

- What exercises or activities do you do to keep fit?
- What foods do you eat that help you stay healthy?
- How does my school help me keep fit?

**Extension Activities:**

1. Select the More information tab. Then, select the Articles section. Explore with the class the related article links that accompany this selection.
2. Students will search a related topic (nutrition, food, etc.) and use the graphic organizer to take notes. Students will share information in groups or whole class.

**Differentiation:**

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

- Lexile levels.
- Student focused - individual and/or small group.
- Includes a built-in dictionary. Select a word to find definitions.
- Articles can be translated into numerous other languages.
- Text-to-speech capability. Students can hear text and read along.

**Assessment:**

Select the More information tab. Then, select the Questions section. Have students answer the questions. This may be done whole group, partners, or as a writing activity. Allow students to use their graphic organizer to complete the questions or have students re-read the article on their own and answer questions. Review their results to assess their comprehension of the topic.

**Home Assignment:**

Students will share with parent or caregiver how they can gain access to information using a digital resource, show features from the resource that help them understand the information, and tell what they learned. Students will also select a related article to read with the parent. (See Challenge Activity Parent Letter)

# INFORMATIONAL TEXT NOTES

**Topic** \_\_\_\_\_

What I Know	What I Learned from the Text

## Important Words to Know

Word

Definition


## Facts I Learned



## Physical Fitness – World Book Kids

### Home Assignment – Challenge Activity

#### Best Practices:

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

#### Parents,

Today your child used a digital reference resource to locate information on a topic. They learned how to navigate the tools provided in the resource that can help them comprehend information. They also used an informational text note-taking graphic organizer to make sense of what they were reading and to organize their thinking.

Please have your child show you the reference resource and give you a summary of what they read. Also, select a related article to read with your child so they can continue to use the strategies they learned for reading informational text in a digital environment. Below are instructions on how to gain access to the resource, as well as, strategies for you to use with your child as you read the article together.

#### Part 1:

1. Have your child go to [www.infohio.org](http://www.infohio.org). Select the K-5 tab. Select World Book Kids.
2. Have your child enter the words "physical fitness" in the search box. They will then select the article that appears titled "Physical fitness."
3. Your child should show you the Contents tab to tell you what the article will be about.
4. Your child should show you the Tools tab that can be used to help see, read, and hear the information in a digital environment. They may focus on the download, translation and/or the hear text read aloud options as were talked about in class.
5. Your child should scroll down the article and talk about the pictures and captions that help to provide information about the topic.
6. Your child should show you how they can use the World Book Kids dictionary to look up definitions to words by double-clicking on a word.
7. Your child should summarize what the article is about and what they learned.

#### Part 2:

1. Select the More information tab. Next, select the Articles section. Then choose a related topic to read with your child.
2. As you read with your child, use the dictionary feature for words not known, discuss words that are important to the topic, and ask your child to summarize the information and make home/life connections.