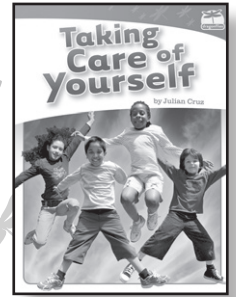


Taking Care of Yourself

Anchor Books

by Julian Cruz



The anchor books for *Taking Care of Yourself* are written at three levels – emergent, early, and fluent – to enable differentiated instruction. Each anchor book has the same images but the text becomes progressively more challenging at each level. This allows the students to have access to core information, regardless of their reading level.

The anchor books “front load” the vocabulary and introduce the “big ideas” that are expanded on in the topic books, as seen below.

Big Ideas for <i>Taking Care of Yourself</i>	People take care of themselves by keeping clean.	People take care of themselves by eating healthy food.	People take care of themselves by doing exercise.	People take care of themselves by keeping safe.
Emergent topic books	<i>Bubbles Keep Me Clean!</i>	<i>We Like Fruit</i>	<i>I Can Run and Play</i>	<i>Ready to Ride</i>
Early topic books	<i>Healthy Teeth</i>	<i>Cooking with Dad</i>	<i>Fit for the Game</i>	<i>Signs Keep Us Safe</i>
Fluent topic books	<i>Wash It Away</i>	<i>Go, Slow, Whoa!</i>	<i>Staying in Shape</i>	<i>Happy Hiking!</i>

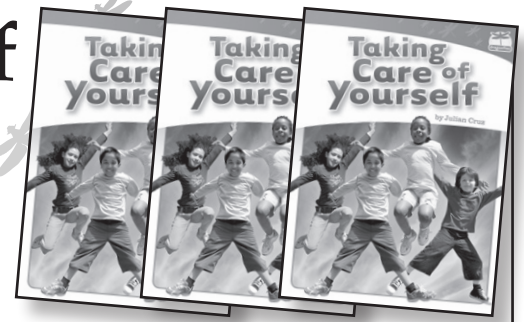
Use the *Taking Care of Yourself* anchor books to:

- introduce the big ideas and discuss key vocabulary during the whole-class introduction
- take guided reading lessons at three levels – emergent, early, and fluent
- lead into the associated topic books, where the students can read more about the big ideas that the anchor books introduce.



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Whole-class Introduction

A whole-class introduction to this anchor book enables all students, regardless of their reading ability, to discuss core content. It allows them to develop an understanding of the big ideas and vocabulary in the unit.

Anchor Words

Emergent

body, care, clean, feelings, good food, help, play, run, safe

Early

bodies, care, clean, doctor, energy, exercise, feelings, good food, grow, healthy, help, playing, rules, safe, signs, sports, teeth

Fluent

bacteria, balanced, body, checkup, clean, diet, energy, exercise, feelings, gear, grow, healthy, help, hurt, learn, rules, safety, signs, skin, sports, strong, washing

Introductory activity

- Showing the students artefacts related to the topic can help spark their interest.
- Role-play and discussion prepares the students by encouraging conversation, questions, and speculation.

Explain that you will be doing a role-play to introduce some of the ideas the students will be reading about. Explain that you will call on them to help.

The teacher comes into the classroom with a towel over one shoulder, a toothbrush in one hand, and improvises the daily routine of getting ready for work, having breakfast, making lunch, and going to work.

Sample outline of a possible script:

Getting ready to go to school: pretend that you've woken up and taken a shower, and now you're making some breakfast. Walk around eating a bowl of cereal.

Say to a student: "Grab me an apple, a carrot, some bread, and some ham. Can you make me a ham sandwich, please? Put some lettuce in it. Cut it up and put it in the bag. Thanks."

Going to school: Ask some students to pretend they are cars moving along the road. Say: "Oh, dear. I'm in such a rush. I can't be late." Ask for a volunteer and hand them a prop (ruler). Say, "I'm so glad there is a school crossing guard here. Stop the traffic please! I have to get to school for soccer practice. Phew! I made it."

At school: Greet another student: "Hi, Zofia. Oh, no." (Look distressed.) "I've lost the locket my grandmother gave me. It must have fallen off on my way to school!" (Act upset.) "What am I going to do?" Try to engage the student into being sympathetic and helpful.

Have a class discussion and review the scenarios.

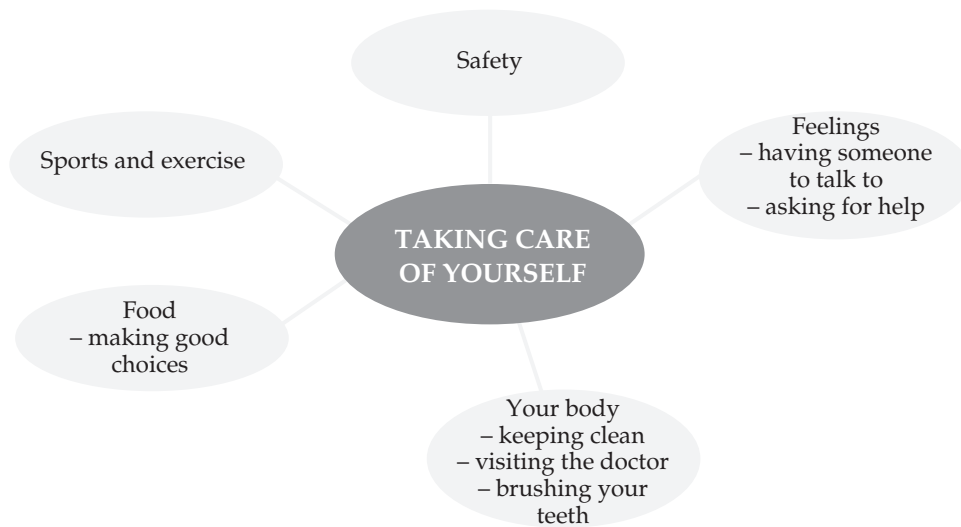
Visual walk-through

Identify which students will be using emergent, early, or fluent anchor books. Hand out the books. Proceed through the books, page by page, with the whole class. At this point, the students will not be reading the text. They will be responding to the **same images** to share and develop their vocabulary and to become familiar with the big ideas about taking care of yourself.

Use the visuals in the anchor books to promote discussion and develop a web of the big ideas.

- Record the students' words, ideas, and questions as they respond to the visual content of the books.
- Take opportunities to discuss and record the **big ideas** and the **anchor words** as they occur.
- Encourage the students to **make connections** with their own knowledge and experiences.





Attributes on the web could be:

Feelings (pages 4 and 5)

Discuss different kinds of feelings. Ask the students to talk about a time when they have been scared, hurt, or excited. *Who can you ask for help when you are hurt?*

Your body (pages 8 and 9)

What do you do when you get up in the morning? (wash, get dressed, eat breakfast, brush teeth, go to school)
How do you get ready for bed?

Food (pages 10 and 11)

Discuss favourite foods and cooking experiences. *What do you like to cook? Who helps you?*

Sports and Exercise (pages 12 and 13)

Talk to the students about the sports or exercise they do. *Why do you like it? How often do you do it? How do you feel afterwards? How long have you been doing it for? Why is exercising an important part of taking care of yourself?*

Safety (pages 14 and 15)

Talk about the students' knowledge of road rules and being safe when they are riding a bike or scooter. *Who can you ask for help to keep you safe?* (parents, teachers, older siblings, babysitters, police officers)

Display the completed web. Refer to it throughout the unit and review it at the conclusion of the unit.

Questions

List on a chart any questions the students might have about the topics. Return to the list over the following days. Discuss any answers the students have found and add any further questions.

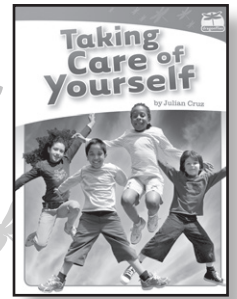
Conclusion

Explain to the students that they will be reading more about taking care of themselves. Tell them that they will be:

- able to add to the web and chart as they find out more about the ways to take care of themselves
- working in small groups to read their own book about *Taking Care of Yourself*.

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Guided Reading Lesson – Emergent

Overview

This lesson builds on the whole-class introduction and expands on the *Taking Care of Yourself* unit for emergent readers. It looks at how we keep healthy by keeping our teeth clean, eating healthy food, doing exercise, and keeping safe.

Content standards

This book supports the following content standards:

- NPH-H.K-4.1 Health promotion and disease prevention
- NPH-H.K-4.3 Reducing health risks

Suggested purposes

This book supports the following **comprehension strategies**:

- making connections between prior knowledge and the text MC
- identifying the main ideas MI
- asking questions. AQ

It supports the following **non-fiction strategy**:

- using photographs that support the meaning of the text.

Key vocabulary

This includes:

- Anchor words – *body, care, clean, feelings, good food, help, play, run*
- High-frequency words – *and, can, do, good, I, me, my, of*

Features of the text

- Non-fiction features:
 - introduction of health concepts and anchor words associated with the topic
 - general information about taking care of ourselves (pages 2–7), followed by four double-page spreads about specific things we can and should do to care for ourselves
 - personal statement that ends the book
 - preview question on the back cover
 - photographs with text that supports and illustrates concepts
- Word study:
 - initial consonant blends – “cl”, “pl”
- Varied sentence lengths



Setting the scene

If you have introduced the unit using the Whole-class Introduction, review the discussion and the charts that you made. If you haven't used this, choose ideas from the introduction and encourage the students to make connections with their knowledge and experiences. Briefly introduce the big ideas, using the associated anchor words. List the anchor words, saying each one aloud, and briefly explain any unfamiliar words.

Note: There is a lot of information in this book. You may like to cover it in two or more sessions. The first session could cover pages 2 to 7. You might take up to four sessions to cover the following four double-page spreads before concluding with page 16.

ELL support

Understanding and following directions can be difficult for ELL students. A good way to check comprehension is to ask the students to restate the directions aloud before beginning a task.

Introducing the book

Front cover – Read aloud the title and the author's name. Discuss the photograph. *What are the children doing? What can you tell about them? What do you think this book is about? What clues do the pictures give you?* Encourage the students to make connections with their own experiences. Say things such as "They look like they are jumping. Maybe they are on a trampoline." Lead a discussion about healthy activities. *Jumping takes energy. Being healthy gives us energy and good feelings.*

Back cover – Read aloud the preview question. Help the students to make connections with their own experiences.

Title page – Talk about what "taking care of yourself" means. *What are the two boys doing? How are they taking care of themselves?* Encourage the students to make connections with how they keep active such as swimming, biking, hiking, and playing.

The first reading

Pages 2 and 3 – The sentence pattern on these pages is repeated throughout the book. The students should be able to choral read "How do I take care of myself?" as they progress through the book. *What is happening in these photos? (Main Idea) How are the people taking care of themselves? How does learning about our bodies help us? How does climbing help the girl take care of herself? (moving, stretching)*

MI

Pages 4 and 5 – (Main Idea) Read the text. *How does learning about our feelings help us take care of ourselves? (know when to get help, getting help is OK) What feelings can you see on the children's faces? (Making connections) What can you do when you feel upset, sad, or angry?*

MI

MC

Pages 6 and 7 – *What is happening on page 6? Why do you think the girl needs help? Who is helping her? (Main Idea) Why is it important to ask for help when you need it? Who is helping on page 7? How can he help her? (Making connections) Who could you ask when you need help?*

MI

MC

Pages 8 and 9 – The students should now be able to choral read "How do I take care of myself?" *What are the children doing? (Main Idea) Why is it important to keep clean? How else can we keep clean?*

MI

Pages 10 and 11 – (Main Idea) *What kinds of food can you see in the photos? Tell the students that these are healthy foods. Healthy foods are good for our bodies. (Asking questions) What are some questions you have about food?*

MI

AQ

Pages 12 and 13 – (Main Idea) *Why is running and playing an important part of taking care of yourself? How often do you need to run and play? How do you feel after running around the playground? Make a list of games the students would like to play in P.E.*

MI

Pages 14 and 15 – *What two ways is the girl keeping safe? How does a helmet and knee and elbow pads keep her safe? What other ways can we keep safe? (Making connections) Which do you do? What could you start doing to keep safe?*

MC

Page 16 – (Making connections) *How do you take care of yourself? What things will you do after reading the book? Why is taking care of yourself so important?*

MC

Vocabulary activity

Focus word: care

1. Reread page 2. *How do I take care of myself?*
2. Say "care" with me.
3. Tell the students that taking care of something means looking after it. If you care for something, you make sure that it is healthy and safe.

4. Give examples of the different meaning of “care”.
- Care can mean something that you are interested in. *He cares if his team wins the game. I care about the environment.*
 - Care can mean to look after someone. *She takes good care of her dog. He is caring for his sick mother.*
 - Care can be a place where people look after you. *Before I started school, I went to day care.*
5. Ask the following questions:
- *Did you go to day care before you went to school?*
 - *Who cares for you when you are sick?*
 - *What do you really care for in your house?*
 - *What do you care about at school?*
 - *What do you care about the most?*
- Bring a pet guinea pig, rabbit, or plant into the classroom for the students to take care of.
6. *What is the word we’ve been learning that means “looking after”? Say “care” with me.*

ELL activity

Language objective: Forming personal statements

- Reread the book together.
- Look at page 2. *What are the children in these photos doing?* Support the students to share words and phrases about what is happening. Record their ideas on the board. Model how they can share their ideas using complete sentences.
- Ask the students how they take care of themselves. Model for the students. *I take care of myself when I brush my teeth.*
- Support them to use this sentence frame to share how they take care of themselves. *I take care of myself when I _____.*
- Provide them with a sentence strip with the frame “I take care of myself when I _____.”
- Support the students to complete the sentence. Draw their attention to the key words on the board if it supports their writing.
- The students can read their sentence to a partner and the group.

Ideas for revisiting the text

1. Review and check

- Review the concepts and vocabulary with the students. Identify any that need further explanation.
- Identify and discuss the main idea in each section. Help the students to decide what “taking care of yourself” means.

2. Stop and learn

a. Decoding/word attack activities

Practising making word families for “eat”

- Read page 11. *I eat good food.*
- Write “eat” on the board. Talk about the “e” sound.
- Make a list of rhyming words. Put them on the word wall for reference. Place picture cards next to them.

BLM – Practising making word families

The students can complete the words by writing the rime “eat”. They can then complete three sentences about what they would like to eat.

b. Comprehension activities

- Discuss when the students have had to ask for help. *What did you need help with? Who did you ask? What was the result?*
- Talk about feelings. *What feelings have you had? What can you do about bad or sad feelings? How do you know when someone is feeling hurt, upset, or worried? How can you help?*
- Talk about routines at home such as getting ready for school, eating meals, washing, and brushing teeth.

BLM – Matching pictures to sentences

The students can match the pictures to the sentences that describe how they take care of themselves. They can then draw a picture of themselves doing one activity.

c. Writing activity

- The students can draw a picture of a healthy breakfast and label each food.
- After P.E., brainstorm words that describe how the students moved, jumped, crawled, leaped, and hopped. They can complete the sentence “I can ...” to describe these activities.

3. Suggestions for further activities

- Have a healthy food party. Everyone can bring different (healthy) foods. Talk about healthy food choices.
- Invite a nurse to talk about how to stay healthy.
- Make a class cookbook of healthy recipes.
- Have a traffic safety officer talk to the class about road safety.

Connecting with the topic books

The big ideas and anchor words in the anchor book are repeated and expanded on in the topic books. Select from these emergent books from the health unit to use in further guided reading lessons – *Bubbles Keep Me Clean!*, *We Like Fruit*, *We Can Run and Play*, and *Ready to Ride*.

Unit Activities

These activities can be started after the introduction of the anchor book and throughout the reading of the topic books.

1. Learning centre

Include materials and activities so the students can become actively involved in building their understandings of the big ideas.

For example:

- fiction stories with themes of feelings and characters needing help
- non-fiction books with themes of feelings, food, health, games, and safety
- posters, puzzles, books, and models of the human body so the students can see how it works
- exercise cards and a stopwatch: the students can work in pairs and see how many star jumps they can do in 30 seconds, how many shuttle runs they can do in a minute, and how many times they can jump rope in a minute.

2. Writing activities

Morning message, shared writing or journal writing

The students can:

- write about their latest sports game, giving the score, names of the teams, player of the day, great moments in the game and include a drawing of the game.
- describe an activity (Jane went to karate lessons last night. Frank learned to float in his swimming lesson.)
- write list poems, acrostic poems, and two-word poems about feelings, keeping safe, healthy food, or another aspect of taking care of yourself.

Emergent – for the students at this level, the drawing will be the important part. Scribe their story if they need help or ask another student to buddy.

Early – the students at this level should be able to write up to three sentences.

Fluent – the students at this level should be able to develop a story of at least five sentences.

3. Healthy eating

Make vegetable soup

- Invite the students' parents to lunch.
 - Make a healthy lunch such as vegetable soup.

Write a list of ingredients. The students can bring ingredients from home. Work together to peel, chop, and grate the vegetables. Sauté the vegetables in a big pot, add water, stir, and simmer. Supervise the preparation and cooking of the soup.

- Make a class book documenting the process. Take photos of the process or draw pictures for each page. Include a cover, list of ingredients, recipe, the process, and lunch. If you decide not to invite parents, make a newsletter documenting the process for the students to take home.

- Make fruit smoothies – you will need a blender, fruit, yoghurt, and milk. This will need to be supervised by an adult. The students can experiment with different fruits and decide which they like best. They could then write recipes for their favourite smoothies. They can illustrate and display them in the classroom.

4. Safety

Art activity – design a road sign

Look at road signs and talk about how their bright colours attract people's attention. Explain that road signs usually have few words and simple symbols. Give the students different coloured poster paper, scissors, pencils, and glue to create a road sign.

5. Feelings

Art activity – make a mask

Use paper plates to make a mask. Ask the students to choose a feeling. They can draw what their feeling looks like on the mask using bright colours. Have them write the name of the feeling on the back of the mask and "I feel ... when ..." Display the masks around the classroom.

6. Sports and exercise

Learn a new sport or form of exercise.

- Invite a hip-hop teacher to run a class with the students.
- Vote on a sport the class would like to learn.
- Ask a martial arts expert to demonstrate and take a session.
- Invent a daily fitness circuit the students can do at the beginning of each day.
- Go to a dance or acrobatic performance.
- Do a gymnastics unit as part of your PE programme.
- Set up an obstacle course. The students can time themselves and gauge how easy or hard it is on a scale of 1 to 10. They could do this daily and chart their progress.

7. Bingo

Make a set of bingo cards with such things as brush your teeth, wash your hands, take a shower, eat breakfast, wear a helmet on your bike, go for a walk, cross at the lights, ask for help, and go to the doctor. Have a selection of Taking Care of Yourself activities on each. Write the same activities on another set of cards, which you can pull out of a bag or a hat. Pair able readers with less able ones and play the game as a class.