



How We Move

by Michael Price

Book Summary

This book features how muscles help us do everything. They help us to move, exercise and have fun!

Themes

Health, Daily routine

Features of the Book

- The information contained in the photographs, captions, diagram and glossary.
- Anchor words for discussion: *muscles, foot, food, water, heart, bones, exercise, frown, smile*
- Phonics and phonemic awareness: vowel digraph oo (*spoon, food, good, blood, look*)

Strategies

How We Move introduces and reinforces the following strategies:

- making connections
- finding main ideas

Materials

- copies of the BM, pencils

Introducing the Text

Begin by asking the students how they move throughout the day. Encourage the students to draw on their personal experiences.

Reading the Text

Ensure each student has a copy of the text. Make sure that the anchor words (*muscles, foot, food, water, heart, bones, exercise, frown, smile*) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose. Encourage the students to use the information in the photographs and text to determine the strategies of making connections and finding main ideas as you work through the book.

Cover

Turn to the front cover. Read the title and the name of the author. Point to the photograph and ask *What are the children doing?* (laughing, running) *What do you and your friends laugh about? When do you and your friends run?* (Answers will vary.) Together, read aloud the preview question on the back cover: *How do you move?* Help the students to make connections with the preview question and their own experiences. Talk about how the children are moving as they play soccer.

Title Page

Turn to the title page and read the title aloud. Discuss the photograph. *What are the children doing?* (taking part in martial arts) *Together, let's find out more about how we move.*

Page 2

Point out the photograph of the girl playing the violin. Discuss how the muscles in her arms, hands and fingers help her play the violin. Read the text with the students. Point to the bolded word "Muscles". Explain that this is a glossary word. Have the students turn to page 12 and read its definition.

Page 3

Now turn to page 3 and point out the photograph of the girl flexing her arm muscles. Ask the students if they have ever done this pose and talk about the reason that people usually do this (to show off their muscles and to show how strong they are). Now read the text on page 3 together. Briefly, talk about other movements that occur in the classroom throughout the day, such as moving a chair, drawing a picture, sharpening a pencil, putting your hand up to answer a question and so on.

Page 4

Point to the photograph of the children eating breakfast. *What muscles are the children using?* (arm, hand and mouth muscles) Say *As we read the text, think about what the main idea the author is trying to convey.* (Muscles help us to eat.) Talk about how the main idea is the most important idea. Tell the students that other ideas often tell more about the main idea and that these are called supporting details. Read the text with the students to find out the supporting details. (Muscles help you move a spoon to your mouth. The muscles in your mouth help you chew the food.)

Page 5

Say *Look at the photograph. What are the children doing?* (drinking water) Ask the students how much water they drink a day and how often they drink water throughout the day. Encourage them to make connections with the photograph and their own experiences. Ask *Why do you need to drink water?* (Water helps our muscles work.) Together, read the caption.

Page 6

Point to the photograph. Ask *Why is the child upside down?* (The child is doing a handstand.) Talk about how muscles help us do handstands. Ask the students to read the text with

How We Move

you. Then go back to the bolded word connect. Ask the students to explain what the word means (join or join together). Then confirm their answer by having the students turn to the glossary on page 12 and reading the definition for connect (to join together).next.

Page 7

Point to the photograph. Say *It looks like the friends are having fun. You use lots of different muscles when you roller-skate.* Together, read the text. Talk about the different types of exercise that the students themselves do, such as tennis, soccer and swimming.

Page 8

Point to the diagram of the heart and explain that the heart is made of muscle and that the arrows in the diagram show where blood pumps. Ask the students why a photograph of a child swimming is shown on this page (exercise such as swimming helps to get our hearts pumping). Have the students read the text aloud with you. Point to the bolded word “pump”. Explain that there is more than one meaning for this word. It can mean a machine, but that in this instance, it means “to move blood around”.

Page 9

Say *Look at the photograph. It shows students putting up their hands because they know the answer to the question they’ve been asked.* Read the text with the students. Ask the students what question the teacher might have asked the students in the photograph (answers may include: *How many muscles help you to frown? How many muscles help you to smile? Does it take more muscles to frown or smile?, etc).*

Page 10

Read the body copy text with the students. Ask them what muscles might be working while you sleep. (Answers may vary, but could include that our hearts keep pumping and we

continue to breathe.) Now read the caption with the students.

Page 11

Say *Look at the photograph. It shows a group of healthy active children.* Together, read the text. Talk about how the author has ended the book on a positive note. Encourage the students to keep active in order to keep strong and healthy.

Page 12

Look at the glossary. Ask the students what they notice about the glossary. (It is in alphabetical order.) Tell the students that a glossary explains the meaning of technical or specialised words and phrases used in a book. Cover the meanings of the words. Ask the students to provide a definition for each word. (Answers will vary.)

Revisiting the Text

- Review what the students know about the main idea of the book. Explain that the main idea is the most important idea. Say *What is the main idea of this book?* (Muscles help us move.) Ask the students to tell you what the supporting details are on pages 4, 5, 7, 8 and 10. Write their responses on chart paper or on the board. Answers may include: Healthy food helps your muscles. Water helps your muscles work. Muscles help you exercise and keep you healthy and strong. Your heart is an important muscle. Some muscles work even while you sleep.
- Revisit the text on page 3. Write the word *foot* on the board or on chart paper. Point to the /oo/ sound and explain that oo is a vowel digraph. A digraph is a pair of letters that makes one single sound. A vowel is any of the following letters: *a, e, i, o, u*. Ask the students to find other words that contain the vowel digraph *oo* in the book (e.g., *spoon, food, good, blood, look*). Then

brainstorm a list of other words that contain *oo* vowel digraphs.

Following Up

- Skim the book again and look at all the activities that the children do, such as performing martial arts, playing the violin, eating breakfast, swimming and so on. Time one hour in your day and note down all the activities that you do, such as brushing your teeth, eating breakfast, getting dressed, etc. You could also note down which muscles you used, for example, to brush your teeth, you used your arm, hand, tongue and face muscles.
- Give the students copies of the BM for this title. They can have fun using the muscles in their face!