



Active Living Video

Part III An Active Lifestyle

ELSA Literacy
Teaching Resource

Video Resources
and
Teacher's Notes

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ELSA Net Active Living – Literacy

Video Resources and Teaching Materials

Part III – An Active Lifestyle

Content Objectives:

Learners will:

- learn the benefits of an active lifestyle

Language Objectives:

Learners will be able to:

- 🗣️ Express likes/dislikes
- 🗣️ Express ability/inability
- 🗣️ Make a suggestion
- 👂 Identify details in listening texts
- 👂 Identify specific literal details
- 📖 Read and understand a registration form
- 📖 Understand short instructions
- 📖 Identify upper and lower case letters
- ✍️ Complete a simple cloze story
- ✍️ Complete a registration form
- 📊 Understand that information can be expressed in different ways
- 📊 Understand numbers represent patterns and groups
- 📊 Understand, read, and create a simple graph
- 📅 Understand days of the week

Overview:

Introduction of vocabulary – walk, run, play soccer, play basketball, ride a skateboard, throw a frisbee, read, drive, sit, sleep, watch TV

Matching vocabulary – draw a line to match picture and word

Introduction of like/dislike and able/not able

Reading/Writing Development – Say Read Write; Complete the word; Different Word

Listening Development – Circle the word

Introduction of active/not active

Reading Development – What do they do?

Writing Development – What do you like to do?

Introduce a Bar Graph – represent the class information graphically

Story Introduction – eliciting info about the story

Story Outline – understanding the story

Story Cloze – final review of the story

Review days of the week

Activity Tracking – students can see visually how active they are

Listening Activity – soccer Invitation dialogue

Introduction of form Vocabulary

Reading Registration Forms – becoming more familiar with the parts of the form

Personal Information – recognizing own information

Registration Form – completing a form for themselves

Active Living Book – DVD in booklet form

****Be mindful of your learners' needs – choose only those activities that are suitable for them****

Before Watching:

Activity	Materials	Development
Introduction of vocabulary	<ul style="list-style-type: none">• 8.5x11 activity picture cards (p. 11-21)• Mactac or tacks	➤ Introduce the activity vocabulary as a class using the large pictures and words - <i>walk, run, play soccer, play basketball, ride a skateboard, throw a frisbee, read, drive, sit, sleep, watch TV.</i>

	<ul style="list-style-type: none"> Sets of activity cards (p. 22-27) 	<ul style="list-style-type: none"> ➤ Distribute the large pictures and words to the students. Have them find their "partner" then sit down. ➤ Stick the pictures to the whiteboard or bulletin board. Have the students stick the words underneath the correct picture. ➤ In pairs or groups, give students a set of cards. Have them match all 3 (picture-lowercase words-uppercase words). Then have the students sort them into "like" piles (pictures together, lowercase words together, uppercase words together).
Matching Vocabulary	<ul style="list-style-type: none"> Draw a line worksheet (p. 28) OHP and OHT 	<ul style="list-style-type: none"> ➤ Distribute the worksheet to the students. On an OHP, demonstrate the first match. Have the students work on the other questions first tracing the match with their finger, later actually drawing the line with their pen/pencil. Go over as a class.
Introduction of LIKE/DISLIKE and ABLE/NOT ABLE	<ul style="list-style-type: none"> 8.5x11 activity picture cards (p. 11-21) Sets of activity cards (p. 22-27) 	<ul style="list-style-type: none"> ➤ Teacher writes the two categories (like/dislike) on the board and demonstrates. Do as many examples as needed for students to start to understand. ➤ In pairs, give the students a set of cards and sort them into LIKE and DISLIKE. Have the students practice saying "I like ____." AND "I don't like ____." ➤ Teacher writes the two categories (able/not able) on the board and demonstrates. Do as many examples as needed for students to start to understand. ➤ In pairs, give the students a set of cards and sort them into ABLE and NOT ABLE. Have the students practice saying "I can ____." AND "I can't ____."
Reading/Writing Development	<ul style="list-style-type: none"> Say Read Write worksheet (p. 29) Complete the word worksheet (p. 30) Different word worksheet (p. 31) 	<ul style="list-style-type: none"> ➤ On an OHP, demonstrate what to do – look at the picture, say the word; look at the word – read the word; copy the word on the line – read the word. Go through entire sheet having students repeat. Distribute the worksheet and have students work on it themselves. Go over as a class. ➤ Demonstrate how to complete the worksheet. Review the

	<ul style="list-style-type: none"> • OHP and OHT 	<p>names of the pictures, showing the words in the box. Have students complete the worksheet. Show the sheet on the board, have individual students come up to the board to complete the word.</p> <ul style="list-style-type: none"> ➤ Go over the concept of same/different with students – use realia, pictures, and words until students have a good understanding. Distribute the sheet and demonstrate how to complete. Allow students a chance to finish on their own. Project the sheet on an OHP and have students come up to the board to show the answer.
Listening Development	<ul style="list-style-type: none"> • Sets of activity cards(p. 22-27) • Circle the word worksheet (p. 32) 	<ul style="list-style-type: none"> ➤ Practice students listening skills. Give pairs of students a set of cards (either words or pictures depending on level). Teacher says a word and the students hold up the card for that word. Do this enough times to make sure students' skills are strong. ➤ Distribute sheet. Make sure to demonstrate "circle" and ensure that students are actually circling the words (not ticking or underlining). Choose a word from each group of words on the sheet. Say the word a few times to give students a chance to circle. Go over answers as a class.
Introduction of ACTIVE/NOT ACTIVE	<ul style="list-style-type: none"> • 8.5x11 activity picture cards (p. 11-21) • Sets of activity cards(p. 22-27) 	<ul style="list-style-type: none"> ➤ T writes the two categories on the board and demonstrates. Do as many examples as needed for students to start to understand. ➤ Hand out the large cards – one for each of the students. Have the rest of the class sort those students into "active" and "not active" groups. Have the students holding the cards say their word and their category (ie, Walk – active OR sleep – not active). ➤ In pairs, give the students a set of cards and sort them into ACTIVE and NOT ACTIVE. ➤ After the cards are sorted, in pairs have student 'A' choose a card from the NOT ACTIVE pile and say "<i>I want to <u>(non-active</u></i>

		<p><u>activity</u>)." Student 'B' chooses a card from the ACTIVE pile and responds "Let's <u>(active activity)</u>?" Student 'A' then responds "Sure."</p> <p>A: I want to <u>(non-active activity)</u>.</p> <p>B: Let's <u>(active activity)</u>?</p> <p>A: Sure.</p>
Reading Development	<ul style="list-style-type: none"> • 8.5x11 activity picture cards (p. 11-21) • What they do worksheet (p. 33) 	<ul style="list-style-type: none"> ➤ Introduce the question "What do they do?" – hold up each of the pictures and ask the question. Give the answer for the students and have them repeat (ex. They ride a bicycle.). Drill and choral until students feel comfortable. ➤ Distribute the sheet and demonstrate what to do and make sure they are underlining (not circling or ticking). Go over as a class. If students are higher, have them write the answer on the board.
Writing Development	<ul style="list-style-type: none"> • 8.5x11 activity picture cards (p. 11-21) • What do you like to do worksheet (p. 34) 	<ul style="list-style-type: none"> ➤ Introduce the question "What do you like to do?" – hold up each of the pictures and ask the question. Give the answer for the students and have them repeat (ex. He rides a skateboard to school.). Drill and choral until students feel comfortable. ➤ Distribute the sheet and demonstrate how to use the word bank to complete the sentences. Go over as a class. If students are higher, have them write the completed sentences on the board.
Introduce a Bar Graph	<ul style="list-style-type: none"> • Activity Graph worksheet (p. 35) • OHP and OHT • Different coloured OH markers • Different coloured pencil crayons or markers 	<ul style="list-style-type: none"> ➤ When the students are finished the previous sheet, teacher displays the chart on the OHP. The teacher asks each student what they like to do and writes their name above each activity the student likes. ➤ This creates graphical information. The teacher counts the number of names for each activity with the class (or can have one different student come up to count each activity). ➤ Teacher then takes a different coloured marker and colours in

		<p>each bar to show the information graphically.</p> <ul style="list-style-type: none"> ➤ Distribute the worksheet to the students. Using different coloured pencil crayons or markers, have the students copy the bars from the sheet on the OHP.
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While Watching:

Activity	Materials	Development
Story Introduction	<ul style="list-style-type: none"> • 8.5x11 story picture cards (p. 36-40) 	<ul style="list-style-type: none"> ➤ Introduce the first part of the story as a class using the large pictures and words. Elicit the names of the characters and what they are doing in the pictures.
Story Outline	<ul style="list-style-type: none"> • Sets of story cards (p. 41) • Active Living DVD • 8.5x11 story picture cards (p. 36-40) • Put the story in order worksheet (p. 42) 	<ul style="list-style-type: none"> ➤ Show the last section of the video without sound (can pause at certain moments to elicit names or activities). ➤ In pairs, give students a set of story cards. Have them separate the pictures and the sentences. Show the video again with sound and have the students put the picture cards in the order that they happen in the video. Review with the students and have them match the sentence with the picture cards. Show the video again. ➤ Hand out one picture or sentence to different students. Have them work together to stick the pictures and sentences in order on the board. Watch the video again to make sure that it is correct. ➤ Distribute the sheets to the students. Start watching the video, but pause it after the first picture to show that the students should write "1" under the picture. If the students are unclear, the video can be paused again for number "2". Go over the answers as a class.
Story Cloze	<ul style="list-style-type: none"> • OHP and OHT • Story Cloze worksheet (p. 43) • Word bank words 	<ul style="list-style-type: none"> ➤ Using the OHP, project the story on the board. Give students word cards to fill in the blanks of the story by sticking them in the correct blank. Go over the story and have students repeat the sentences aloud.

	cut out <ul style="list-style-type: none"> • Mactac or tacks • Active Living DVD 	➤ Distribute the worksheet for students to complete themselves using the word bank.
Review Days of the Week	<ul style="list-style-type: none"> • Active Living DVD • Large Days of the week cards (p. 44-47) • Days of the Week card sets (p. 48) • 8.5x11 Story Picture cards (p. 36-40) • 8.5x11 Story Picture cards from Part I (p. 31-35) and Part II (p. 61-64) • Story Picture card sets (p. 41) • Story Picture card sets from Part I (p. 36) and Part II (p. 65) 	➤ Review the days of the week with the class using the large cards. Once students are more comfortable with the words, give one each to 7 students – have the rest of the class put them in order at the front of the class. ➤ Distribute the card sets and have pairs put them in order again. ➤ Have the students stick the large days of the week cards on the board in order from left to right. Watch the video again from the beginning. Stop the video after each section and have the students stick the pictures of what happened under each day. ➤ Distribute card sets (days of the week, and story pictures for all 3 parts). Watch the video again. In pairs, have students sort the pictures as they happen on which days.

After Watching:

Activity	Materials	Development
Activity Tracking	<ul style="list-style-type: none"> • Calendar Example (p. 49) • Blank Calendar worksheet (p. 50-51) • Scissors and glue • OHP and OHT 	➤ Show the blank calendar on the OHP. Distribute the blank calendar worksheet to the students. Guide the students to complete the calendar – month, days, name etc. ➤ Post the calendars around the classroom. Explain to the students that they will “track” their activities for the month. ➤ Have the student cut out the activity that they did and glue it to their calendar (ex. A student walks to school on Monday

		<p>the 10th, so would cut out the “walk” picture and glue it to that day). The students can do this every day they come to school – the teacher can review and make some sentences with them (ex. Mohammed walks on Monday. Zulma plays soccer on Sunday. Etc). At the end of the month, students will be able to see what they have done and how active they have been.</p>
Listening Activity	<ul style="list-style-type: none"> • Soccer Invitation Dialogue worksheet (p. 52) • Soccer Invitation listening file – mp3 • Mp3 player 	<ul style="list-style-type: none"> ➤ Have students listen to the short dialogue inviting someone to play soccer. Teacher asks questions about the listening text orally as a class. ➤ Distribute the worksheet. Teacher chorals the dialogue with the class, taking turns, and then students practice with their partner. ➤ Using the choices listed in the word bank, students can practice making their own dialogue and substituting different choices.
Introduction of Form Vocabulary	<ul style="list-style-type: none"> • Large Form words cards (p. 53-59) • Mactac or tacks • Sets of form word cards (p. 60) 	<ul style="list-style-type: none"> ➤ Introduce the form vocabulary as a class using the large pictures and words – <i>first name, last name, address, postal code, phone number, school, birthdate</i>. ➤ Distribute the large pictures and words to the students. Have them find their “partner” then sit down. ➤ Stick the pictures to the whiteboard or bulletin board. Have the students stick the words underneath the correct match. ➤ In pairs or groups, give students a set of cards. Have them match (first name - Lynn).
Reading Registration Forms	<ul style="list-style-type: none"> • OHP and OHT • Completed Registration Form (p. 61) • Registration Form worksheet (p. 62) 	<ul style="list-style-type: none"> ➤ Using the OHP, show the completed registration form for Lynn. Review each section with the class. Have students answer questions about the form orally with the teacher. ➤ Distribute the worksheet. Have students answer the questions using the word bank.

Personal Information	<ul style="list-style-type: none"> • Personal Information worksheet (p. 63) 	<ul style="list-style-type: none"> ➤ Distribute the worksheet. Have the students answer the questions with their personal information (if students are having difficulty, find out their personal information and make cards for them to use to recognize their own information).
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Conclusion:

Activity	Materials	Development
Registration Form	<ul style="list-style-type: none"> • Registration Form (p. 64) • OHP and OHT 	<ul style="list-style-type: none"> ➤ Distribute the blank registration form. Have the students complete the form with their own information. For lower students, the teacher can prepare cards with the student's personal information. The student can then use those cards to place in the correct space on the form.
Active Living Book	<ul style="list-style-type: none"> • Book pages (p. 65-68) • 8.5x11 Story Pictures (p. 36-40) • 8.5x11 Story Pictures for Part I (p. 31-35) and Part II (p. 61-64) • Active Living DVD • Scissors and staplers 	<ul style="list-style-type: none"> ➤ Watch the video one last time. As parts of the video happen, teacher holds up the large pictures. ➤ Teacher gives each student a large picture. They have to put their pictures in order on the board. ➤ Distribute the book pages to the students. Have them cut along the line length-wise. Make sure they assemble the books in the correct order, then staple in the centre. Have the students write their name on the inside cover. ➤ Teacher reads through the story with the class. If students are higher, could ask individual students to read aloud.



walk



run



play soccer



play basketball



ride a skateboard



throw a frisbee



drive a car



read



sit



sleep



watch TV

walk

run

play soccer

play basketball

**ride a
skateboard**

throw a frisbee

read

drive

sit

sleep

watch TV

WALK

RUN

PLAY SOCCER

**PLAY
BASKETBALL**

**RIDE A
SKATEBOARD**

**THROW A
FRISBEE**

READ

DRIVE

SIT

SLEEP

WATCH TV





Match. Draw a line.



run

play soccer

walk

ride a skateboard

throw a frisbee

play basketball

Say. Read. Write.



walk



run



soccer



basketball



skateboard



frisbee

Write the word.



w_____ to school



r_____ to the corner



play s_____



play b_____



ride a s_____



throw a f_____

basketball frisbee

skateboard walk

soccer run

Cross out the different word.

1. soccer ~~drive~~ soccer soccer

2. basketball sleep basketball basketball

3. frisbee frisbee sit frisbee

4. read read read TV

5. run run skateboard run

6. watch walk walk walk

Listen. Circle the word.

1. read soccer run drive

2. walk sleep basketball sit

3. frisbee skateboard TV read

4. run drive soccer sleep

5. sit walk read TV

6. sleep basketball skateboard drive

Underline what they do.



They run to school.
They read a book.
They watch TV.



They sit on a chair.
They play basketball.
They sleep.



They drive to school.
They walk to work.
They throw a frisbee.



She rides a skateboard.
She sits on the grass.
She reads a book.

What do they like to do?

1.



She likes to _____ a book.

2.



They like to _____ to the corner.

3.



She likes to ride a _____.

4.



They like to throw a _____.

What do you like to do?

I like to _____ .

run

play soccer

ride a skateboard

walk

play basketball

throw a frisbee

16						
15						
14						
13						
12						
11						
10						
9						
8						
7						
6						
5						
4						
3						
2						
1						
	walk	run	play soccer	play basketball	ride a skateboard	throw a frisbee



The men play basketball.



The girls play soccer.



They have a picnic.



They throw a frisbee.



Everyone is happy.

An Active Day.

		The men play basketball.
		The girls play soccer.
		They have a picnic.
		They throw a frisbee.
		Everyone is happy.

An Active Day. Write the number.



Write the story.

It is Saturday. It is a sunny day. The men play _____. The girls play _____ together. They have a _____. They throw a _____. Everyone is _____.

Words.

happy picnic frisbee

soccer basketball

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

week

	Friday	Thursday
Tuesday	Sunday	Saturday
Monday	week	Wednesday

Month: August 2010

Name: Antonio

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 	2	3	4	5	6	7 
8	9	10	11 	12	13	14
15 	16	17	18	19	20 	21
22	23	24	25	26	27	28 
29 	30	31				

Month:			Name:			



Listen.

Maria: Do you want to play soccer? We play every Saturday.

Lynn: I like soccer. I want to play.

Maria: We play on Saturday. Can you come?

Lynn: Sure.

Practice.

A: Do you want to play _____?
We play every Saturday.

B: I like _____. I want to play.

A: We play on Saturday. Can you come?

B: Sure.

Soccer

Basketball

Last Name

First Name

Address

Postal Code

Phone Number

School

Birthdate

Rivera

Lynn

123 Main Street

V6A 1B2

604-555-9783

Pine Elementary

10/21/98

Last Name	Rivera
First Name	Lynn
Address	123 Main Street
Postal Code	V6A 1B2
Phone Number	604-555-9783
School	Pine Elementary
Birthdate	10/21/98



Soccer Registration Form 2010-2011

Last Name: Rivera

Boy ☐ Girl ☒

First Name: Lynn

Birthdate (MM/DD/YY) 10/21/98

Address: 123 Main Street

New to soccer: Yes ☒ No ☐

Postal Code: V6A 1B2

Phone Number: 604-555-9783

School: Pine Elementary



Look at the form. Write the answer.

1. What is her last name? _____

2. What is her first name? _____

3. What is her address? _____

4. What is her postal code? _____

5. What is her phone number? _____

6. What is her birthdate? _____

What about you?

1. My last name is _____.

2. My first name is _____.

3. My address is _____.

4. My postal code is _____.

5. My phone number is _____.

6. My birthdate is _____.

7. My school is _____.

Fill out the form.



Soccer Registration Form 2010-2011

Last Name: _____

Boy ☐ Girl ☐

First Name: _____

Birthdate (MM/DD/YY) __/__/__

Address: _____

New to soccer: Yes ☐ No ☐

Postal Code: _____

Phone Number: _____

School: _____



This book belongs to:



**They have a picnic.
Everyone is happy.**

-13-



Maria and Lynn like to run.

-4-



**On Saturday, the girls play soccer
together.**

-9-



They throw a frisbee.

-12-



**On Monday, Maria and her family
drive to school.**

-1-



**They eat carrots.
The carrots are healthy.**

-8-



Maria asks Lynn to play soccer.

-5-



Lynn and her family walk to school.

-2-



The girl rides a skateboard.

-11-



Lynn invites Maria to her house.

-6-



They play on the computer.

-7-

Active Living Book



The men play basketball.



On Tuesday, they walk together.