Active Living Video

Part I
How do you come to school?

ELSA Literacy
Teaching Resource

Video Resources
and
Teacher’s Notes

Developed by Ryan Drew
Project Manager Colleen Rogan
ELSA Net Active Living – Literacy
Video Resources and Teaching Materials
Part I – How do you come to school?

**Content Objectives:**
Learners will:
- learn about having an active lifestyle

**Language Objectives:**
Learners will be able to:
- Invite someone to walk to school
- Identify greetings/goodwill expressions
- Identify details in listening texts
- Identify upper/lower case letters
- Understand short instructions
- Understand concept of L-R/T-D directionality
- Complete a simple cloze story
- Understand numbers represent patterns and groups
- Understand days of the week

**Overview:**
Introduction of vocabulary – walk, run, bicycle, drive, bus, skateboard
Matching vocabulary
Introduction of Active/Not Active
Reading/Writing Development – Say Read Write; Complete the word; Different Word
Listening Development – Circle the word
Reading Development – What do they do?
Writing Development – How do they come to school?
Character Review – Maria, Lynn, Lois, Laila, George, Diane
Story Introduction – eliciting info about the story
Story Outline – understanding the story
Story Cloze – final review of the story
Frequency Pictograph – numeracy skills
Story Dialogue – invitation to walk to school
Inviting a friend – students invite their friend to walk to school

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

### Before Watching:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of vocabulary</td>
<td>• 8.5x11 activity picture cards (p. 8-13)</td>
<td>➢ Introduce the activity vocabulary as a class using the large pictures and words.</td>
</tr>
<tr>
<td></td>
<td>• Mactac or tacks</td>
<td>➢ Distribute the large pictures and words to the students. Have them find their “partner” then sit down.</td>
</tr>
<tr>
<td></td>
<td>• Sets of activity cards (p. 14-16)</td>
<td>➢ Stick the pictures to the whiteboard or bulletin board. Have the students stick the words underneath the correct picture.</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary: walk, run, bicycle, bus, drive, skateboard</td>
<td>➢ In pairs or groups, give students a set of cards. Have them match all 3 (picture-lowercase words-uppercase words).</td>
</tr>
<tr>
<td>Matching Vocabulary</td>
<td>• Draw a line worksheet (p. 17)</td>
<td>➢ 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.</td>
</tr>
<tr>
<td></td>
<td>• OHP and OHT</td>
<td>➢ T writes the two categories on the board and demonstrates. Do as many examples as needed for students to start to understand.</td>
</tr>
<tr>
<td>Introduction of ACTIVE/NOT ACTIVE</td>
<td>• 8.5x11 activity picture cards (p. 8-13)</td>
<td></td>
</tr>
</tbody>
</table>
| **Reading/Writing Development** | **Sets of activity cards**<sup>(p. 14-16)</sup>  
|------------------|------------------|
| **Say Read Write worksheet**<sup>(p. 18)</sup>  
| Complete the word worksheet**<sup>(p. 19)</sup>  
| Different word worksheet**<sup>(p. 20)</sup>  
| OHP and OHT  
| **Hand out the large cards – one for each of 6 students. Have the rest of the class sort those students into “active” and “not active” groups. Have the students holding the cards to say their word and their category (ie, Walk – Active).**  
| **In pairs, give the students a set of cards and sort them into ACTIVE and NOT ACTIVE.**  

| **Listening Development** | **Sets of activity cards**<sup>(p. 14-16)</sup>  
|------------------|------------------|
| **Circle the word worksheet**<sup>(p. 21)</sup>  
| **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.**  

ELSA Net – Active Living Literacy Materials  
Part I – How do you come to school?
| Reading Development | 8.5x11 activity picture cards (p. 8-13)  
• What they do worksheet (p. 22) | 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.). Repeat 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 | 8.5x11 activity picture cards (p. 8-13)  
• How do they come to school worksheet (p. 23) | Introduce the question “How do they come to school?” – 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.). Repeat 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. |

**While Watching:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Development</th>
</tr>
</thead>
</table>
| **Character Review** | 8.5x11 character picture cards (p. 24-29)  
• Mactac or tacks  
• Sets of character cards (p. 30) | Introduce the characters as a class using the large pictures and words.  
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 the picture with the description. |
| **Story Introduction** | 8.5x11 story picture cards (p. 31-35) | 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
- Sets of *story cards* (p. 36)
- *Active Living DVD*
- 8.5x11 *story picture cards* (p. 31-35)
- *Put the story in order worksheet* (p. 37)

- Show the first 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
- OHP and OHT
- *Story Cloze worksheet* (p. 38)
- *Word bank words cut out*
- Mactac or tacks
- *Active Living DVD*

- 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.
- Distribute the worksheet for students to complete themselves using the word bank.

### Frequency Pictograph
- *Active Living DVD*
- OHP and OHT
- *Large Graph* (p. 39)
- *Character pictures* (p. 40)
- *Frequency worksheet* (p. 41)

- Introduce the question “How many?” – use realia, pictures, etc to help demonstrate.
- Watch the video again. At various points, pause the video to ask “How many?” Have the students count the people/objects on the screen (even have one come up and touch the screen if necessary).
- Using the OHP, put the large graph on the board. Have the
- Scissors and glue
  - cut out pictures of the different characters. Have the students stick the correct number for each question (make sure you ask it as a question – “How many people driving? How many people walking?” etc). Create a pictograph.
  - Distribute the sheet. Leaving the larger version on the board, have students use their worksheet to create a smaller one. Have the students cut out the squares and glue them to their graph in the correct quantities to match the graph on the board.

**Story Dialogue**
- **Active Living DVD**
- **Dialogue cards** (p.42)
- **8.5x11 Story pictures** (p. 31-35)
  - Watch the invitation portion of the video. As a class, put the big pictures in order – teacher elicits information from students.
  - In pairs, give each a set of dialogue cards and have them put in order and match to the sentences.
  - Students practice the dialogue with teacher and in pairs – use big pictures to prompt students.

**Conclusion:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Materials</th>
<th>Development</th>
</tr>
</thead>
</table>
| Invitation     | **Invitation**
| Dialogue       | *Worksheet* (p.43)                | Project the dialogue on the board and practice as a class. Have students practice in pairs until they are comfortable with it. |
|                | OHP and OHT                       | Have a class mixer. Students invite their classmate/friend(s) to walk to school. |
Part I – How do you come to school?

Ride a bicycle
Part I – How do you come to school?

Walk
Take a bus

Part I – How do you come to school?
Drive a car

Part I – How do you come to school?
Ride a skateboard
Part I – How do you come to school?

Run
<table>
<thead>
<tr>
<th>walk</th>
<th>run</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive a car</td>
<td>take a bus</td>
</tr>
<tr>
<td>ride a bicycle</td>
<td>ride a skateboard</td>
</tr>
</tbody>
</table>
Part I – How do you come to school?
<table>
<thead>
<tr>
<th>WALK</th>
<th>RUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRIVE A CAR</td>
<td>TAKE A BUS</td>
</tr>
<tr>
<td>RIDE A BICYCLE</td>
<td>RIDE A SKATEBOARD</td>
</tr>
</tbody>
</table>
Match. Draw a line.

- run
- ride a bicycle
- walk
- ride a skateboard
- drive a car
- take a bus

Part I – How do you come to school?
Say. Read. Write.

walk ____________

run ____________

drive ____________

take a bus ____________

bicycle ____________

skateboard ____________
Write the word.

r_______

d_______ a car

ride a b______________

ride a s_______________

take a b___________

w_________
Cross out the different word.

<table>
<thead>
<tr>
<th></th>
<th>walk</th>
<th>run</th>
<th>walk</th>
<th>walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>bicycle</td>
<td>skateboard</td>
<td>bicycle</td>
<td>bicycle</td>
</tr>
<tr>
<td>3</td>
<td>bus</td>
<td>bus</td>
<td>bicycle</td>
<td>bus</td>
</tr>
<tr>
<td>4</td>
<td>run</td>
<td>run</td>
<td>run</td>
<td>drive</td>
</tr>
<tr>
<td>5</td>
<td>skateboard</td>
<td>skateboard</td>
<td>walk</td>
<td>skateboard</td>
</tr>
<tr>
<td>6</td>
<td>bus</td>
<td>drive</td>
<td>drive</td>
<td>drive</td>
</tr>
</tbody>
</table>
Listen. Circle the word.

<table>
<thead>
<tr>
<th></th>
<th>walk</th>
<th>run</th>
<th>drive</th>
<th>bus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>bicycle</td>
<td>skateboard</td>
<td>walk</td>
<td>run</td>
</tr>
<tr>
<td>3</td>
<td>drive</td>
<td>bus</td>
<td>bicycle</td>
<td>skateboard</td>
</tr>
<tr>
<td>4</td>
<td>run</td>
<td>drive</td>
<td>bus</td>
<td>bicycle</td>
</tr>
<tr>
<td>5</td>
<td>skateboard</td>
<td>walk</td>
<td>run</td>
<td>drive</td>
</tr>
<tr>
<td>6</td>
<td>bus</td>
<td>bicycle</td>
<td>skateboard</td>
<td>walk</td>
</tr>
</tbody>
</table>
Underline what they do.

They ride a bicycle.
They ride a bus.
They walk.

They walk.
They run.
They drive a car.

He takes a bus.
He rides a skateboard.
He drive a car.

They take a bus.
They run.
They ride a skateboard.
How do they come to school?

1. He rides a _______________ to school.

2. They ride a _______________ to school.

3. They ________ to school.

4. They ____________ to school.

How do you come to school?

I ____________ to school.

walk       ride a bicycle       take a bus
run         ride a skateboard    drive a car
This is Maria. She is Lynn’s friend.
This is Lynn. She is Maria’s friend.
This is Laila.
She is Maria’s mom.
This is George.
He is Maria’s dad.
This is Lois.
She is Lynn’s mom.
This is Diane. She is Lynn’s grandma.
<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria</td>
<td>Lynn’s friend</td>
</tr>
<tr>
<td>Lynn</td>
<td>Maria’s friend</td>
</tr>
<tr>
<td>Laila</td>
<td>Maria’s mom</td>
</tr>
<tr>
<td>George</td>
<td>Maria’s dad</td>
</tr>
<tr>
<td>Lois</td>
<td>Lynn’s mom</td>
</tr>
<tr>
<td>Diane</td>
<td>Lynn’s grandma</td>
</tr>
</tbody>
</table>

This is Maria. She is Lynn’s friend.

This is Lynn. She is Maria’s friend.

This is Laila. She is Maria’s mom.

This is George. He is Maria’s dad.

This is Lois. She is Lynn’s mom.

This is Diane. She is Lynn’s grandma.
Maria and her family drive to school.
Lynn and her family walk to school.
Lynn asks Maria to walk to school tomorrow.
Maria’s mom says yes. They can walk to school tomorrow.
Maria and Lynn are happy. They can walk to school.
<table>
<thead>
<tr>
<th>Going to school.</th>
<th>Maria and her family drive to school.</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Image](90x120 to 266x220)</td>
<td>![Image](96x236 to 266x332)</td>
</tr>
<tr>
<td>![Image](93x354 to 271x454)</td>
<td>Lynn and her family walk to school.</td>
</tr>
<tr>
<td>![Image](93x475 to 271x574)</td>
<td>![Image](96x592 to 271x691)</td>
</tr>
<tr>
<td>![Image](90x120 to 266x220)</td>
<td>Lynn asks Maria to walk to school tomorrow.</td>
</tr>
<tr>
<td>![Image](96x236 to 266x332)</td>
<td>![Image](93x354 to 271x454)</td>
</tr>
<tr>
<td>![Image](93x475 to 271x574)</td>
<td>Maria asks her mom. She says yes.</td>
</tr>
<tr>
<td>![Image](96x592 to 271x691)</td>
<td>![Image](93x354 to 271x454)</td>
</tr>
<tr>
<td>![Image](93x475 to 271x574)</td>
<td>Maria and Lynn are happy. They can walk to school tomorrow.</td>
</tr>
<tr>
<td>![Image](96x592 to 271x691)</td>
<td>![Image](93x354 to 271x454)</td>
</tr>
</tbody>
</table>
Going to school.
Write the number.
Write the story.

Maria and her family ____________ to school. Lynn and her family ____________ to school. Lynn _______ Maria to walk to school tomorrow. Maria asks her mom. She _______ yes. Maria and Lynn are happy. They _______ walk to school tomorrow.

Words.

asks  can  walk

says  drive
<table>
<thead>
<tr>
<th>Drive</th>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults</td>
<td></td>
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</tr>
<tr>
<td>Men</td>
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<tr>
<td>Women</td>
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<td>1</td>
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<td>5</td>
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</tbody>
</table>
Part I – How do you come to school?
How many?

1. How many drive?  __4_____

2. How many walk?  _________

3. How many children?  _________

4. How many adults?  _________

5. How many men?  _________

6. How many women?  _________

Make a graph.

0  Driving  Walking  Children  Adults  Men  Women

ELSA Net – Active Living Literacy Materials [41]  Part I – How do you come to school?
**Invitation to walk to school.**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you want to walk with us tomorrow?</td>
<td>I will ask.</td>
</tr>
<tr>
<td>Can I walk to school with Lynn tomorrow?</td>
<td>We can all walk.</td>
</tr>
<tr>
<td>Yes!</td>
<td></td>
</tr>
</tbody>
</table>
How about you?
Invite a friend to walk to school.

A: Do you want to walk to school with me?
B: Yes, I do.
A: Great!