



## **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:

Activity	Materials	Development
<b>Introduction of vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>8.5x11 activity picture cards</b> (p. 8-13)</li> <li>• Mactac or tacks</li> <li>• Sets of <b>activity cards</b> (p. 14-16)</li> <li>• <b>Vocabulary:</b> walk, run, bicycle, bus, drive, skateboard</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduce the activity vocabulary as a class using the large pictures and words.</li> <li>➤ Distribute the large pictures and words to the students. Have them find their “partner” then sit down.</li> <li>➤ Stick the pictures to the whiteboard or bulletin board. Have the students stick the words underneath the correct picture.</li> <li>➤ In pairs or groups, give students a set of cards. Have them match all 3 (picture-lowercase words-uppercase words).</li> </ul>
<b>Matching Vocabulary</b>	<ul style="list-style-type: none"> <li>• <b>Draw a line worksheet</b> (p. 17)</li> <li>• OHP and OHT</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>
<b>Introduction of ACTIVE/NOT ACTIVE</b>	<ul style="list-style-type: none"> <li>• <b>8.5x11 activity picture cards</b> (p. 8-13)</li> </ul>	<ul style="list-style-type: none"> <li>➤ T writes the two categories on the board and demonstrates. Do as many examples as needed for students to start to understand.</li> </ul>

	<ul style="list-style-type: none"> <li>Sets of <b>activity cards</b>(p. 14-16)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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).</li> <li>➤ In pairs, give the students a set of cards and sort them into ACTIVE and NOT ACTIVE.</li> </ul>
<b>Reading/Writing Development</b>	<ul style="list-style-type: none"> <li><b>Say Read Write worksheet</b> (p. 18)</li> <li><b>Complete the word worksheet</b> (p. 19)</li> <li><b>Different word worksheet</b> (p. 20)</li> <li>OHP and OHT</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Demonstrate how to complete the worksheet. Review the 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.</li> <li>➤ 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.</li> </ul>
<b>Listening Development</b>	<ul style="list-style-type: none"> <li>Sets of <b>activity cards</b>(p. 14-16)</li> <li><b>Circle the word worksheet</b> (p. 21)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>

<b>Reading Development</b>	<ul style="list-style-type: none"> <li>• <b>8.5x11 activity picture cards</b> (p. 8-13)</li> <li>• <b>What they do worksheet</b> (p. 22)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
<b>Writing Development</b>	<ul style="list-style-type: none"> <li>• <b>8.5x11 activity picture cards</b> (p. 8-13)</li> <li>• <b>How do they come to school worksheet</b> (p. 23)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>

#### While Watching:

<b>Activity</b>	<b>Materials</b>	<b>Development</b>
<b>Character Review</b>	<ul style="list-style-type: none"> <li>• <b>8.5x11 character picture cards</b> (p. 24-29)</li> <li>• Mactac or tacks</li> <li>• Sets of <b>character cards</b> (p. 30)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduce the characters as a class using the large pictures and words.</li> <li>➤ Distribute the large pictures and words to the students. Have them find their “partner” then sit down.</li> <li>➤ Stick the pictures to the whiteboard or bulletin board. Have the students stick the words underneath the correct picture.</li> <li>➤ In pairs or groups, give students a set of cards. Have them match the picture with the description.</li> </ul>
<b>Story Introduction</b>	<ul style="list-style-type: none"> <li>• <b>8.5x11 story picture cards</b> (p. 31-35)</li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> </ul>

<b>Story Outline</b>	<ul style="list-style-type: none"> <li>• Sets of <b>story cards</b> (p. 36)</li> <li>• <b>Active Living DVD</b></li> <li>• <b>8.5x11 story picture cards</b>(p. 31-35)</li> <li>• <b>Put the story in order worksheet</b> (p. 37)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Show the first section of the video without sound (can pause at certain moments to elicit names or activities).</li> <li>➤ 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.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
<b>Story Cloze</b>	<ul style="list-style-type: none"> <li>• OHP and OHT</li> <li>• <b>Story Cloze worksheet</b> (p. 38)</li> <li>• <b>Word bank words</b> cut out</li> <li>• Mactac or tacks</li> <li>• <b>Active Living DVD</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ Distribute the worksheet for students to complete themselves using the word bank.</li> </ul>
<b>Frequency Pictograph</b>	<ul style="list-style-type: none"> <li>• <b>Active Living DVD</b></li> <li>• OHP and OHT</li> <li>• <b>Large Graph</b> (p. 39)</li> <li>• <b>Character pictures</b> (p. 40)</li> <li>• <b>Frequency worksheet</b> (p.41)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Introduce the question "How many?" – use realia, pictures, etc to help demonstrate.</li> <li>➤ 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).</li> <li>➤ Using the OHP, put the large graph on the board. Have the</li> </ul>

	<ul style="list-style-type: none"> <li>Scissors and glue</li> </ul>	<p>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.</p> <p>➤ 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.</p>
<b>Story Dialogue</b>	<ul style="list-style-type: none"> <li><b>Active Living DVD</b></li> <li><b>Dialogue cards</b> (p.42)</li> <li><b>8.5x11 Story pictures</b> (p. 31-35)</li> </ul>	<p>➤ Watch the invitation portion of the video. As a class, put the big pictures in order – teacher elicits information from students.</p> <p>➤ In pairs, give each a set of dialogue cards and have them put in order and match to the sentences.</p> <p>➤ Students practice the dialogue with teacher and in pairs – use big pictures to prompt students.</p>

### Conclusion:

Activity	Materials	Development
<b>Invitation Dialogue</b>	<ul style="list-style-type: none"> <li><b>Invitation worksheet</b> (p.43)</li> <li>OHP and OHT</li> </ul>	<p>➤ Project the dialogue on the board and practice as a class. Have students practice in pairs until they are comfortable with it.</p> <p>➤ Have a class mixer. Students invite their classmate/friend(s) to walk to school.</p>



# Ride a bicycle





# Walk



# Take a bus





# Drive a car



# Ride a skateboard



# Run

**walk**

**run**

**drive a car**

**take a bus**

**ride a  
bicycle**

**ride a  
skateboard**





**WALK**

**RUN**

**DRIVE A CAR**

**TAKE A BUS**

**RIDE A  
BICYCLE**

**RIDE A  
SKATEBOARD**



**Match. Draw a line.**



**run**

**ride a bicycle**

**walk**

**ride a skateboard**

**drive a car**

**take a bus**

# Say. Read. Write.



walk

\_\_\_\_\_



run

\_\_\_\_\_



drive

\_\_\_\_\_



take a bus

\_\_\_\_\_



bicycle

\_\_\_\_\_



skateboard

\_\_\_\_\_

**Write the word.**



bus      run      walk

drive      bicycle

skateboard

**r**\_\_\_\_\_

**d**\_\_\_\_\_ **a car**

**ride a b**\_\_\_\_\_

**ride a s**\_\_\_\_\_

**take a b**\_\_\_\_\_

**w**\_\_\_\_\_

## Cross out the different word.

---

1.    walk                    ~~run~~                    walk                    walk

---

2.    bicycle    skateboard                    bicycle                    bicycle

---

3.    bus                                    bus                    bicycle                    bus

---

4.    run                                    run                    run                    drive

---

5. skateboard    skateboard                    walk                    skateboard

---

6.    bus                                    drive                    drive                    drive

---

**Listen. Circle the word.**

---

1.    walk                      run                      drive                      bus

---

2.    bicycle    skateboard                      walk                      run

---

3.    drive                      bus                      bicycle                      skateboard

---

4.    run                      drive                      bus                      bicycle

---

5. skateboard                      walk                      run                      drive

---

6.    bus                      bicycle                      skateboard                      walk

---

**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.**

<b>walk</b>	<b>ride a bicycle</b>	<b>take a bus</b>
<b>run</b>	<b>ride a skateboard</b>	<b>drive a car</b>





**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.**

		<p><b>This is Maria.</b>  <b>She is Lynn's friend.</b></p>
		<p><b>This is Lynn.</b>  <b>She is Maria's friend.</b></p>
		<p><b>This is Laila.</b>  <b>She is Maria's mom.</b></p>
		<p><b>This is George.</b>  <b>He is Maria's dad.</b></p>
		<p><b>This is Lois.</b>  <b>She is Lynn's mom.</b></p>
		<p><b>This is Diane.</b>  <b>She is Lynn's grandma.</b></p>





**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.**

## Going to school.



**Maria and her family drive to school.**



**Lynn and her family walk to school.**



**Lynn asks Maria to walk to school tomorrow.**



**Maria asks her mom. She says yes.**



**Maria and Lynn are happy. They can walk to school tomorrow.**



**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

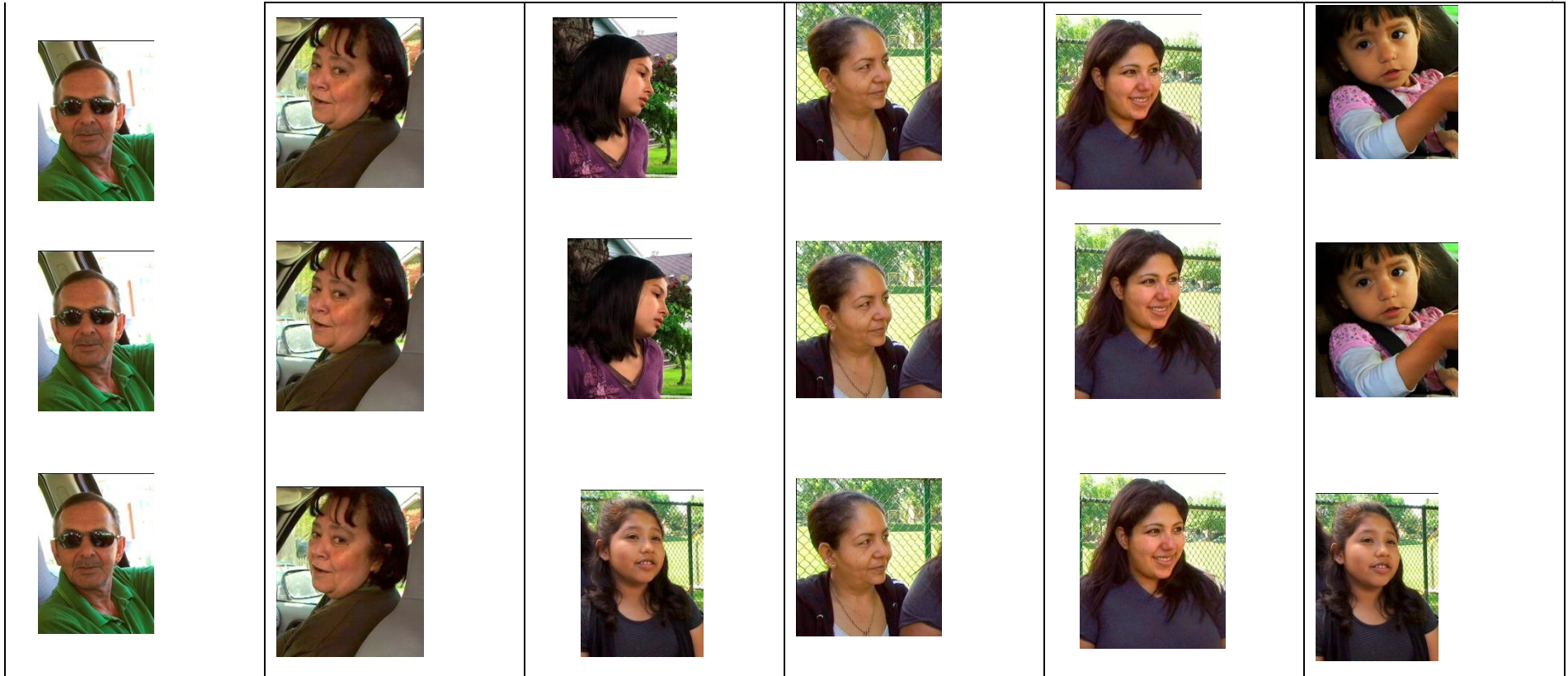
can

walk

says

drive

<b>Drive</b>					
<b>Walk</b>					
<b>Children</b>					
<b>Adults</b>					
<b>Men</b>					
<b>Women</b>					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>





## How many?



1. How many drive? 4

2. How many walk? \_\_\_\_\_

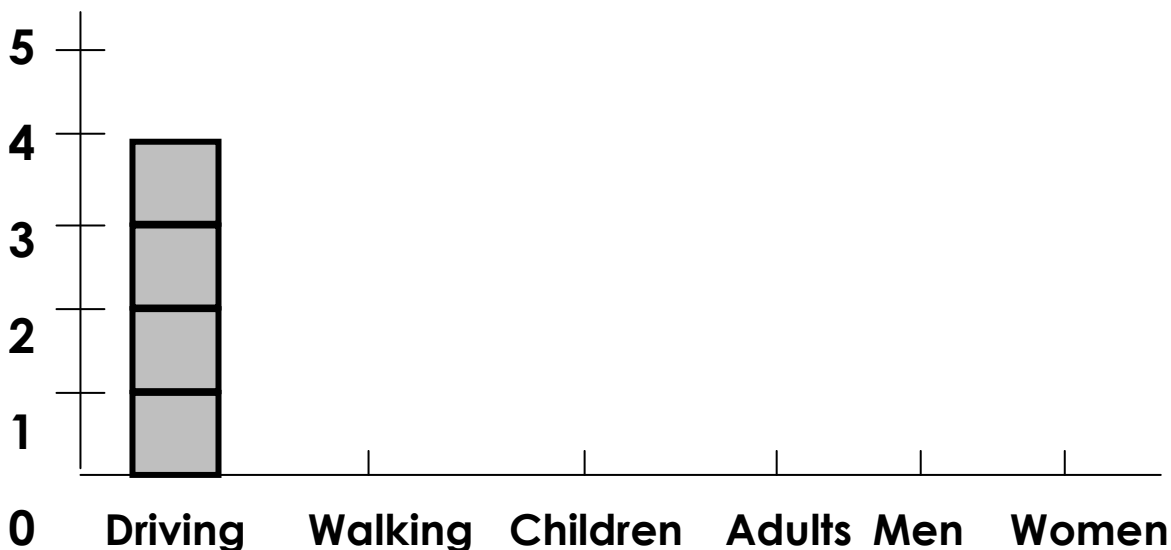
3. How many children? \_\_\_\_\_

4. How many adults? \_\_\_\_\_






5. How many men? \_\_\_\_\_

6. How many women? \_\_\_\_\_

## Make a graph.




## Invitation to walk to school.

	<b>Do you want to walk with us tomorrow?</b>
	<b>I will ask.</b>
	<b>Can I walk to school with Lynn tomorrow?</b>
	<b>We can all walk.</b>
	<b>Yes!</b>

**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!

