

# Human Movement



## Vocabulary:

action, artists, arts, bodies, different, humans, move, moving, parcels, resting

## Before Reading

### Text Type Date ..././...

- Draw students' attention to photographs.
- Ask, "What type of book is this?" (Report) What information do you already know about human movement?

### Visual Literacy Date ..././...

Notice the way the photographs overlap on some pages. This makes the book look more interesting. Discuss how effective the illustrations and photographs would be if there was no text on the pages. Would you still be able to understand the purpose of this book? Ask students what the shadow effect on the chapter headings represents.

### Background Knowledge

Ask students to describe the ways humans move. Make a list of words to describe these movements (e.g. walk, stroll, run, jump, hurdle, throw, slide, roll, gallop). Can humans move as soon as they are born? How does this compare with animals? Why can baby animals walk and run earlier than human babies?

If a student does not know answers to these questions, provide an explanation.

### Phonological Awareness Date ..././...

- Ensure students know the following phonological patterns:
  - -alk (p.4): balk, chalk, talk, walk
  - -igh (p.6): bright, flight, fright, high, might, night
  - -ast (p.6): aghast, blast, cast, fast, last, mast, nasty
- Say these words to the students. Ask them to identify which part of the words sounds the same. Use the following activity to further develop this understanding.
- Say three words containing the same sound (e.g. sigh, flight, night) and ask the student to identify the common sound.

### High Frequency Words Date ..././...

- air, can, down, lots, people, run, same, some, their they
- Choose a high frequency word and draw each letter in the air with one finger, asking the students to guess the word.

### Motivation / Purpose Date ..././...

- The purpose of this text is to show the different ways human can move their body. This text links with the theme *Physical Science*. The *Fast Forward* books in the *Physical Science* theme are: *What's the Time?* (Level 7); *Hot and Cold* (Level 8); *Trove/ling Around* (Level 10); *Human Movement* (Level 11); *Energy in Sport* (Level 13); *Powering Cars* (Level 14); *Spin* (Level 16); *Experimenting with Magnets* (Level 17); *Drugs in Sport* (Level 19); *Wind Power* (Level 20); *Experimenting with Electricity* (Level 22); *What Goes Up* (level 23); *It's All About Physics* (level 25).

## During Reading

### Vocabulary in Context Date ..././...

- Discuss with students the meaning of each of the words in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.
- move (p.5): treat this as a visual word. Build a word family by adding '-ing' and 'ment'. Discuss the dropping of the final 'e' to add 'ing'.
- different (p.6); artists (p.8); parcels (p.11): use syllabification to decode these words, using known phonic elements.
- bodies (p.9): review the rule to change the 'y' to 'i' and add 'es' when the 'y' is preceded by a consonant.

### Checking for Meaning

Literal: Date ..././...

list three ways a dog can move. (p.5)  
How do artists move when they perform? (pp. 8-9)

Inferential: Date ..././...

How do humans learn movements?  
list other occupations that involve the worker moving some part of the body.

Response: Date ..././...

How old are humans when they learn to walk? Do all babies learn to walk at the same age?  
Can all humans perform the same movements? Why?

### Grammatical Patterns Date ..././...

- Ensure students understand the following components of a report.
  - Opening general statements defining the topic: *Fish con swim. Most birds can fly and walk. Dogs con walk, run and roll. Humans con move in lots of ways, too.* (pp.4-5)
  - Passages of description relating to the various ways humans move as they go about their lives. (pp.5-15)
  - Use of general nouns: *birds* (p.4), *dogs* (p.5), *humans* (p.5), *boll* (p.7), *artists* (p.8), *mouth* (p.9)
  - Action verbs: *swim* (p.4), *walk* (p.4), *run* (p.5), *move* (p.5), *jump* (p.6), *throw* (p.7), *catch* {p.7}
  - Use of timeless present tense: *Humans can move in lots of ways, too.* (p.5) *In some sports, people move their arms so they con throw and catch o ball.* (p.7)
  - Use of technical terms: *humans* (p.5), *arts* (p.8), *artists* (p.8), *resting* (p.14), *movement* (p.14)
  - Use of paragraphs with topic sentences to organise information: *Humans move in different ways for sport. In some sports, people jump high in to the air. In some sports, people run as fast as they con.* (p.6)
  - Repeated naming of the topic as the beginning focus of the clause: *Humans move in different ways for sport.* (p.6); *Humans move in different ways in the arts.* (p.8) *Humans move in different ways at work.* (p.10)

### Fluency / Punctuation Patterns Date ..././...

- In this text some sentences are simple as they contain only one idea: *Fish con swim.* (p.4) *Some artists move their legs.* (p.8)
- In this text some sentences are compound as they contain more than one idea: *Some people move their eyes at work so that they don't miss any action.* (p.11)
- Demonstrate to students how to read these sentences. (Use / to indicate phrasing)
- Some people move their eyes at work / so that they don't miss any action.*
- In this text these sentences are complex, as they contain a dependent clause and an independent clause. *When humans ore resting, their bodies do not stay still.* (p.14)

Identify the dependent clause in this example.  
Demonstrate to students how to read these sentences. (Use / to indicate phrasing)

*When humans are resting, / their bodies do not stay still.*

- These punctuation patterns occur at various intervals throughout the text :
- Use of a comma to create a list within a sentence: *Dogs con walk, run and roll.* (p.5)
- Use of a comma to separate a phrase from the rest of the sentence: *In some sports, ...* (p.6)

### Critical Literacy Date ..././...

What is this text trying to achieve?  
How else could the information in this text be presented?  
Who might feel left out by reading this text?

### Linking Visual and Written Date ..././...

Ensure students refer to the photographs as they read each section of the text, as often the photographs give examples of what the text is saying.

## After Reading

Make a list of some activities you would like to be able to perform (e.g. juggling). Find out where you could learn this skill.  
Discuss which living creatures can move in the greatest number of ways.

## Activities

Students will:

- answer questions about the text
- sort given list of words into categories according to common phonological elements
- match words with their meanings
- complete sentences about sections of the text.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

