

# Super Fit



## Vocabulary:

coach, dinner, fingers, fit, gym, indoor rock climbing, library, project, science, surprised, tape, teacher, training, volleyball

## Before Reading

### Text Type

Draw students' attention to the: **Date.....**

- author and illustrator
- illustrations
- chapter titles.
- Ask, "What type of book is this?" (Narrative)

### Visual Literacy

- Browse the illustrations. Where and when is the story set? Describe the character on page 14. How has the illustrator made him appear tall and strong? From what angle/perspective are the illustrations drawn on pages 20-21 and 22-23 drawn? Talk about the way different angles/perspectives make the illustrations look more interesting. **Date.....**

### Background Knowledge

- Ask students to rate their fitness. Are you super fit, f average fitness or unfit? What do you do to keep fit. What sort of training do you think you need to do to become super fit? **Date.....**

### Phonological Awareness

- Make sure the students know these phonological patterns:
  - er: after (p.4), fingers (p.6), her (p.6), super (p.4)
  - ay: away (p.23), day (p.12), playing (p.6), say (p.6), today (p.21)
  - y: anything (p.15), closely (p.17), hardly (p.4), lucky (p.6), really (p.6), Sandy (p.4), suddenly (p.12)
- Write an alphabet strip of the consonants on the board. Write fi and wha. Ask students to select one consonant from the list to fill the gaps to complete each word (i.e. repeat with other words from the text \_supe\_ and bette\_; m\_ and wh\_; hi\_ and u\_).
- Write 'supe', 'playing' and 'Sandy' on separate sheets of paper. Underline er, ay and y. What sounds are represented by the underlined letters and letter patterns? Have students scan the text to find and list words that contain the letter and sound patterns. Add extra words to the list based on students' prior word knowledge. **Date.....**

### High Frequency Words

afternoon, again, almost, better, guess, hardly, know, move, right, shame, suddenly, tomorrow

- Write the words on cards. Draw the shape of a high frequency word on the board using frames to represent the letters of the words (e.g. know). **Date.....**



Students guess the word by its shape, and then write the letters in the boxes to make the word. **Date.....**

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

- The purpose of the text is to entertain with a story about a boy who does not want to take part in the super fit training program. He comes up with an idea to get out of the program, but is shocked and unhappy when the coach changes the program to indoor rock climbing.

## During Reading

### vocabulary in Context **Date.....**

- Discuss the meaning of each vocabulary word.
- On a chart, list verbs from the text that are written in the past tense, including regular and irregular verbs, and relating verbs (eg. smiled, held and was). Write the present tense of each verb. Write the past tense of each verb by adding 'ed' or 'd'.
- What happens when 'ed' is added to a verb? Which words change form (e.g. hold - held)? Say a word in the present tense. Ask students to write the past tense of the verb.
- Write 'lucky' and 'unlucky'. Identify the base words. How does the prefix 'un-' change the meaning of the word? Describe 'happy' and 'unhappy' as antonyms (opposites).
- Make antonyms for 'fit', 'hurt', 'rear', using the prefix 'un-'.

## Checking for Meaning

### literal:

- Why doesn't Marcus want to do the training program? Why doesn't Sandy have to do the program?
- What idea did this give Marcus?
- What did Marcus tell Coach Williams? **Date.....**

### Inferential:

- Why did Marcus think Sandy was lucky?
- Why was Marcus scared when the coach looked at his fingers?
- Was Marcus being honest when he said it was a shame that he could not do the training program? **Date.....**

### Response:

- How do you feel about Marcus and what he did?
- Did he get what he deserved or was he just unlucky?
- Do you think Coach Williams thought Marcus was telling the truth or pretending to be injured?
- What could Marcus be thinking about as he walks away from the gym?
- Do you think he will do the same thing again? **Date.....**

### Grammatical Patterns **Date.....**

Ensure students understand the following components of a narrative:

- Orientation - introduces the main characters and tells where and when the story takes place: *Sandy and Marcus discuss the superfit training program* (pp.4-9)
- Complication - the sequence of events develops a problem for one or more of the characters. *Marcus tapes his fingers and pretends they are hurt.* (pp.10-17)
- Resolution - the situation returns to normal. *Coach Williams surprises the students with something fun and Marcus misses out.* (pp.20-24)
- Adjectives and noun groups describing things in the story: *Super Fit Training Program* (p.4), *right hand* (p.6), *science project* (p.8)
- Action verbs and verb groups to describe action: *move* (p.4), *smiled* (p.5), *held* (p.6), *hurt* (p.6)
- Adverbial words and phrases of manner (how?), reason (why?), time (when?) and place (where?) to build story information: *hardly* (p.4), *around them* (p.6), *until my fingers get better* (p.8), *that night* (p.10)

### Fluency / Punctuation Patterns

- Commas separate adverbial phrases of time and place in complex sentences: *That night, after dinner, Marcus found some tape and took it to his room.* (p.10) **Date.....**

Exclamation marks indicate emotion and tone of voice in

- direct speech and chapter titles: *Think!* (p.14), *Unlucky!* (p.22) How does the author intend these sentences to be read?
- These patterns occur at various intervals throughout the text:
- Question marks to indicate questions in direct speech: *Why not?* (p.5)
- Apostrophes indicating contractions: *I've* (p.6), *won't* (p.11), *couldn't* (p.15)
- Apostrophes of possession: *Marcus's* (p.17) **Date.....**

## Critical Literacy

- What do you think the author might want you to think about after reading this story? What connections can you make between the story and real-life situations? What could Marcus have done instead of taping his fingers? **Date.....**

## Linking Visual and Written

- What sentence on page 6 links with the smaller illustration on page 7? Identify the illustration as a flashback. What is happening in the background
- illustration on page 11? Is this a flashback or looking forward to what might happen? **Date.....**

## After Reading

Have students write a line of dialogue that Marcus might say in response to Sandy's final comment on page 24.

### Activities

After reading the text, students will:

- sequence story events in order to retell the story
- select from a list of final sounds to complete a series of words
- complete sentences using regular and irregular verbs in the past tense
- identify and punctuate direct speech in sentences and using quotation marks.

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

