

click®

Let the Games Begin

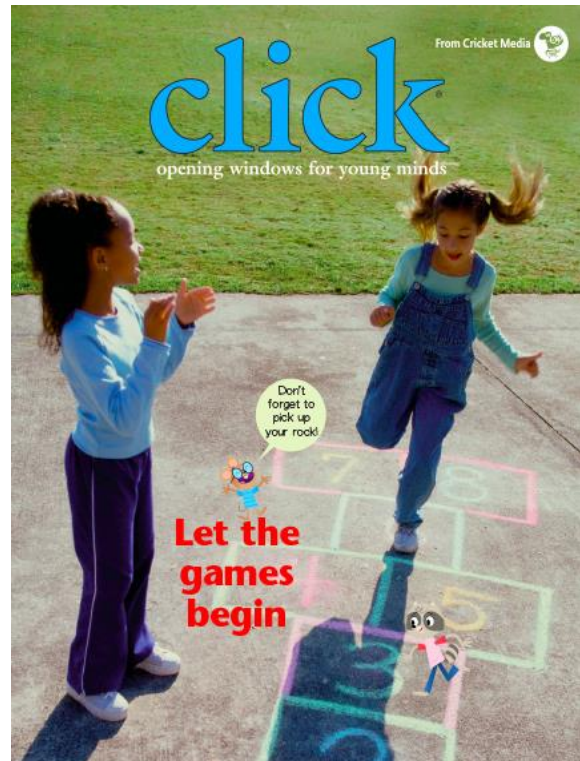
Run, jump, slide, and bend! Students explore what it takes to be athletic.

CONVERSATION QUESTION

What does it take to be an athlete?

TEACHING OBJECTIVES

- Students will read to learn about the characteristics of behaviors of people and animals
- Students will use graphics to identify details about sports gear
- Students will read to learn about how exercise makes muscles strong and flexible
- Students will determine the similarities and differences between animals and Olympic athletes
- Students will determine the structure and function of different sports equipment
- Students will investigate their own muscles while reading the article
- Students will write narrative stories to develop imagined events
- Students will use communication skills to work with a partner
- Students will keep an exercise journal



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Animal Olympics**
Expository Nonfiction, ~950L
- **Where's My Gear?**
Cartoon/Activity, ~350L
- **Move, Stretch, Balance**
Expository Nonfiction/Activity ~650L

Animal Olympics

Find two examples of animals that show these athletic abilities.

Hint: An animal can be used more than once.

Speed

- _____
- _____

Strength

- _____
- _____

Flexibility

- _____
- _____

Balance

- _____
- _____

Where's My Gear?

pp. 12–15, Cartoon/Activity

Use this cartoon and activity to help students look closely at details about the structure and function of athletic equipment.



OBJECTIVES

- Students will use graphics to identify details about sports gear
- Students will determine the structure and function of different sports equipment
- Students will use communication skills to work with a partner

KEY VOCABULARY

- **equipment** (p. 12) supplies or tools needed for a special purpose
- **fences** (p. 13) a sport using swords
- **gear** (p. 13) supplies, tools, or clothes needed for a special purpose

ENGAGE

Conversation Question: What does it take to be an athlete?

Share different sports equipment and ask students to identify what sport it is connected to. For example a football helmet, baseball mitt, tennis racquet, or any other gear you are able to collect. Explain that every sport requires certain equipment to play the game and keep people safe.

INTRODUCE VOCABULARY

Review the vocabulary words and read them aloud. Then ask students to locate the words in the activity and explain what they mean with a partner. Answer questions or provide additional explanation as needed.

READ & DISCUSS

Explain that this article uses many details to help readers learn about the equipment used for different sports. Have students look for the equipment that fits into these categories and point them out with a partner.

Equipment that:

- Protects the head and face.
- Has padding.
- Identifies the team.
- Is used on the feet.
- Is held in the hands.

CONCEPT/SKILL FOCUS: Structure and Function

INSTRUCT: Ask students to explain why the four students in the activity have different gear. Have them share what the different pieces of gear are used for and how the equipment is designed for a specific function. Have students draw a picture of one of the children in the article wearing and using the gear for their sport. Tell students to label their pictures with the names of each piece of equipment.

ASSESS: Have students share their illustrations and explain why the gear is important for the child to play the sport safely. Assess how well the student was able to include details, and explain the structure and function of the gear.

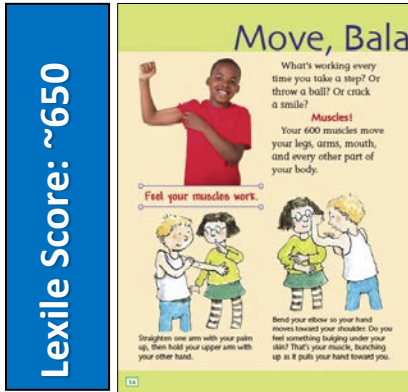
EXTEND

Language Arts Students use oral language skills as they work with a partner to complete the activity on pages 14–15. Have students also identify other sports gear they see and share this with their partner.

Move, Stretch, Balance

pp. 16–18, Expository
Nonfiction/Activity

Use this article about how exercise keeps muscles strong and flexible to support the skill of investigation.



RESOURCES

- My Exercise Journal

OBJECTIVES

- Students will read to learn about how exercise makes muscles strong and flexible
- Students will investigate their own muscles while reading the article
- Students will keep an exercise journal

KEY VOCABULARY

- **muscles (p. 16)** body tissues that are attached to bones and cause motion
- **balance (p. 17)** able to move or to remain in a position without losing control or falling
- **flexible (p. 18)** able to bend and move easily

ENGAGE

Conversation Question: What does it take to be an athlete?

Ask students how they know they have muscles. Ask them what they can do to feel the muscles in their arms and legs. Have them investigate the muscles they can feel in their body with a partner.

INTRODUCE VOCABULARY

Review the vocabulary words and read them aloud. Ask students to volunteer to demonstrate what each word means.

READ & DISCUSS

Use these questions as prompts as you read the article with your students.

- What kind of exercise makes arm muscles strong?
- Why is balance important in sports?
- How does flexibility help you be athletic?

CONCEPT/SKILL FOCUS: Investigation

INSTRUCT: Explain that some articles allow the reader to stop and investigate to better understand what the author is describing. Have students point to the places in the article that show readers something they can do to investigate their muscles. Have them explain how the text and tone of this writing is different from the rest of the article (different font, smaller type size, written as directions). Have students follow the directions for these portions and try out the muscle-related activities.

ASSESS: Observe students to assess if they are able to read and follow the directions, and if they are making connections between the investigations and the article topic.

EXTEND

Language Arts: Writing Students record their stretch, balance, and strength exercises in the *My Exercise Journal* for a week and see how they improve.

My Exercise Journal

Use this chart to record what you did each day to improve your balance and make your muscles strong and flexible.

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------------|--------|---------|-----------|----------|--------|
| Strength | | | | | |
| Flexibility | | | | | |
| Balance | | | | | |