

TITLE: Exercise for All

ESTIMATED TIME: 2.5 hours

LESSON OBJECTIVES:

- Work with others to present key findings on specific topic.
- Scan an informational text to find particular information.
- Use ‘who’, ‘what’, ‘where’, ‘when’ and ‘how much’ to create and answer questions about real events in the community.

Essential Vocabulary:

- To be ‘fit’
- infographic
- recreation department
- barcode
- registration
- participant
- fee

Materials Needed:

- [Zumba Video](https://youtu.be/6pHIRvPINNs) Link: (https://youtu.be/6pHIRvPINNs)
- Exercise for All Slideshow
- An interesting object for students to find in the classroom.
- 6 Free Ways to Exercise Infographic
- 6 Free Ways to Exercise Worksheet
- Index cards (enough for each student)
- [Santa Ana Parks Brochure](http://www.ci.santa-ana.ca.us/parks/recreationclasses/PRCSA-RecreationclassesBrochure.asp) (http://www.ci.santa-ana.ca.us/parks/recreationclasses/PRCSA-RecreationclassesBrochure.asp)
- [Santa Ana Parks Recreation Classes Winter 18](http://www.ci.santa-ana.ca.us/parks/recreationclasses/documents/WINTER2018EDITION.pdf) (http://www.ci.santa-ana.ca.us/parks/recreationclasses/documents/WINTER2018EDITION.pdf)



WARM UP (15 Minutes):

- Ask students the following questions and write responses on the board:
  - Name different types of exercise.
  - How do you feel when you exercise?
  - How do you feel after you exercise?
- Have students stand up and spread out. Play the first few minutes of the Zumba video on the projection screen. (You can play the link directly from the ‘Exercise for All’ slideshow or using the direct link, [Zumba Video](https://youtu.be/6pHIRvPINNs) (https://youtu.be/6pHIRvPINNs). Depending on the class dynamic, you can encourage students to dance along.
- When finished, ask students the following questions:
  - Where do you think you can take this class? (Answer: Santa Ana)
  - How much do you think it costs? (Answer: \$3.00 per class or \$30 a month)
  - Would you like to take this class? (A link to this organization’s Facebook page is provided at the end of the lesson in ‘online resources’.)

**Teacher Tip:** At this level, students are acquiring a lot of new vocabulary but often pronunciation is lacking. If one student pronounces a word incorrectly, it is likely that others in the class have the same issue. Don’t hesitate to stop your lesson for 2 minutes to review good pronunciation. For example:

- “\_\_\_\_\_ is a difficult to say for many students. Let’s talk about its pronunciation”.



### INTRODUCTION (15 minutes):

- Open Slide 3 of the 'Exercise for All' slideshow. Have students read the question displayed. (Do you need to spend money to be fit?)
- Confirm understanding and briefly discuss the meaning of 'fit'.
- Go to Slide 4 and review the sample answer with students. Put students in groups of mixed abilities and go back to Slide 3. Explain that each group has ten minutes to answer the question and provide three reasons to support their answer.
- As groups are working, facilitate and provide support. Make note of persistent language issues students are having.
- When ten minutes are up, have students share their responses with the class and discuss.
- At this point, briefly discuss any significant language issues you noted during the activity.



### PRESENTATION (20 minutes):

- Go to Slide 5 of the 'Exercise for All' slideshow. Students will see the word, 'scan'. Ask students what they think this word means. Write responses on the board.
- Click on the slide so that the definition and a sample sentence of 'scan' appear. Call on students to read the definition and the sample sentence.
- Show students an interesting/fun object (such as funny stuffed animal). Tell them that you are going to turn around. During that time, they need to put the stuffed animal somewhere in the classroom where it is visible but maybe not so easy to see. (You may want to demonstrate this for students 😊).
- When you turn around, very deliberately 'scan' the room for the stuffed animal. When you find it, have a student that is near it, throw it to you. Explain to students that you just 'scanned' the room to look for something.
- Go to Slide 6 of the slideshow and read each question with students. Explain that these questions ask for specific information. Explain that we use scanning to answer these types of questions.
- Go to Slide 7. Students will see a paragraph about exercise. Ask students if they can remember the 3 questions from Slide 6. (This is a great way to practice 'recall'). Write them on the board. The questions are as follows:
  1. What percentage of Americans engage in exercise every day?
  2. Who prefers to do activities like yoga and aerobics?
  3. Where do most Americans exercise?
- Tell students to stand up when they can answer Question 1 and confirm.
- Tell students to touch their nose when they can answer Question 2 and confirm.
- Tell students to dance when they can answer Question 3 and confirm.

*\*Note: To add a little fun, for each question, require students to do different things. For example, as soon as they find the answer they could walk to a corner in the classroom or they could do the Superman Yoga pose... 😊*

- After the activity, have students explain how they found the answers. Write responses on the board. Ask students why they think scanning is an important skill to have for reading. Discuss responses.



### GUIDED PRACTICE (30 Minutes):

Prior to the following activity, send students the following link to access on their phone. [6 Ways to Exercise](https://goo.gl/RHgbGR) (https://goo.gl/RHgbGR). Remind is a great tool to do this.

- Open Slide 7 of the ‘Exercise for All’ slideshow. Explain that students will be scanning an ‘infographic’ to answer questions.
- Talk briefly about the meaning of the word, ‘infographic’. Explain that ‘infographic is an example of a ‘compound word’. A compound word is word that is made up of two smaller words. Play Slide seven of the ‘Exercise for All’ slideshow.
- Explain that infographics have become very popular in recent years because of social media. Go to Slide 8 of the slide show and have students read the definition.
- Pass out a color copy of the ‘5 free ways to exercise’ infographic along with the corresponding worksheet to each group. Students can also access the infographic on their smart phones using the link above.
- Remind students that they will be ‘scanning’ the text to find information and they have exactly 15 minutes to complete the activity.
- Explain to students that you WILL NOT be going over the directions. It is the group’s responsibility to figure out what must be done.
- Open ‘Google Timer’ on the projection screen and set it for 15 minutes. (Simply ‘google’ Google timer, and the application will appear. Check out the ‘Google Applications’ page for more information.) Tell students they may begin working. Facilitate with each group. Offer guidance without providing answers unless groups are really struggling.
- When 15 minutes are up, discuss the answers a whole group and collect worksheets to be assessed.

*Teacher Tip: Sometimes, it is beneficial to step back and let students figure out things for themselves. It can be initially stressful for students but allows for problem-solving and critical thinking skills to blossom.*



### COMMUNICATIVE PRACTICE (30 Minutes):

For this part of the lesson, you will want to review ‘wh’ question words with students.

#### Mini Grammar Lesson: ‘Wh’ Questions

We use the questions words, ‘who’, ‘what’, ‘where’, and ‘when’ & ‘why’ to get information. A brief overview is below as well as on Slides 11 - 14 of the ‘Exercise for All’ slideshow.

- When we need information, we use question words. Each question word has a special job.
  - Who - We use ‘who’ to ask about **people**. Who is the Zumba instructor?
  - What - We use ‘what’ to ask about **objects, ideas or actions**.. What activities do we do in class?
  - Where - We use ‘where’ to ask about **location**.. Where is the Zumba class?
  - When - We use ‘when’ for **time**. When does the Zumba class begin?
  - Why - We use ‘why’ for **reason**. Why did Reyna stop coming to Zumba class?
- There are two ways for form ‘Wh’ Questions.
  - For questions with only one verb, the sentence structure is easy peezy:



### COMMUNICATIVE PRACTICE (30 Minutes):

- ‘Wh’ question word + Verb + Subject (+object).
  - Where is Elena?
- For questions with two verbs, we use the following sentence structure:
  - ‘Wh’ question word + Auxiliary + Subject + Verb (+object)
    - Where did Elena buy those sneakers.

*\*For additional resources on this topic, refer to the online resources at the end of the lesson.*

- Students can now work in pairs. Explain that they will now be creating three questions about the infographic they just read. Pass out an index card to each student. Remind students to use the question words just learned. When they have finished writing their questions, remind students to work with their partners to make sure they can read their questions and be understood. Students will have approximately 10 minutes to complete the activity.
- As students are working, facilitate with each group helping with pronunciation and ensuring the sentences created make sense 😊.
- After ten minutes are up, explain to students that they will be sharing their questions with a new partner. Briefly role-play the activity with a more outgoing student in class so that everyone can follow. For example:
  - You: “Hi, do you want to be my partner?”
  - Outgoing student: “Sure!”
  - You: “Here is my first question. Where can you go to run upstairs?”
  - Outgoing Student: “You can go to a stadium.”
  - “Okay, you ask your question.”
- Have students pair up with someone new (Counting down from 30 seconds will help students get moving 😊). Once students are with their partners, they can begin. As students are working, facilitate with each group to help with pronunciation.
- After about five minutes have students pair up with another new student and repeat the activity.
- When finished, have students return to their seats. At this time, ask students how they felt about the activity and go over any persistent language or pronunciation issues noted while facilitating.



### APPLICATION (40 Minutes):

*Prior to the following activity, students will need access to Santa Ana Parks & Recreation Guide via hardcopy (which can be obtained the Santa Ana Main library or local community center) or the following link: [Santa Ana Parks Brochure](http://www.ci.santa-ana.ca.us/parks/recreationclasses/PRCSA-RecreationclassesBrochure.asp) (http://www.ci.santa-ana.ca.us/parks/recreationclasses/PRCSA-RecreationclassesBrochure.asp)*

- It is class registration time! Ask students if they have ever taken classes offered by Santa Ana Parks and Recreation. Discuss answers.
- For those students that are new to American culture, explain that most cities and towns have a ‘Recreation Department’ that offers various classes to community members. The classes are usually inexpensive and located at places that are easy to get to. Go to Slide 15 of the slideshow. Ask students what they think the word ‘recreation’ means and discuss. Confirm its meaning as stated on the slide.

**APPLICATION (40 Minutes):**

- Distribute the recreation brochures and corresponding 'Registration Form Worksheet' to students. Explain that they are going to find a class they would like to register for and complete the 'Registration Form Worksheet' provided. Everyone will be required to fill out their own form; however, students may work together for the activity.
- Have students look at section A of the worksheet. Review pronunciation of each of the vocabulary words listed and do the activities together as a class.
- Next, have students look at Section 'B' of the worksheet. Confirm with students that the registration form they see is the same as the registration form they can find in the brochure.
- Go over worksheet expectations and provide students with 20 minutes to complete the activity. As students are working, facilitate and encourage a discussion about the various classes they can choose from.
- When 20 minutes are up, debrief the activity with students and encourage everyone to take advantage of community offerings available to them 😊. Collect the worksheets to be assessed.

**EVALUATION:**

- Assessment of infographic worksheet and registration worksheet
- In class observation of group work and whole-class discussions

**EXTENSION:**

This lesson lends itself to a lot of fun extension activities including:

- Additional activities related to building scanning skills could be provided to students including:
  - Having students scan gym membership advertisements for specific information
  - Having students scan menus for specific dishes, etc.
- Additional activities related to compound words could be provided.
- Students could create an idea for a new exercise class to be offered in their community incorporating the question words learned in the lesson.
- Students could research the cost of gym memberships in the community and compare prices and amenities offered.

**CORE LESSON COMPONENTS:****BASIC COMMUNICATION:**

- Students will use the question words 'who', 'what', 'when', 'where', and 'how much' to communicate information.

**COLLEGE/WORKFORCE PREP:**

- Students will complete a registration form. Students will work with others to accomplish an objective.

**DIGITAL PREP:**

- Students will be introduced to 'infographics' and an online program to create them. Depending on technology capability, students will complete an online registration form.

## CORE LESSON COMPONENTS:

21<sup>ST</sup> CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

## ONLINE RESOURCES:

- Con Teo Reyes [Zumba Fitness](https://www.facebook.com/pg/Zumba-Fitness-Con-Teo-Reyes-769220433098241/community/?ref=page_internal): ([https://www.facebook.com/pg/Zumba-Fitness-Con-Teo-Reyes-769220433098241/community/?ref=page\\_internal](https://www.facebook.com/pg/Zumba-Fitness-Con-Teo-Reyes-769220433098241/community/?ref=page_internal))
- Santa Ana Recreation [Online Registration](https://secure.rec1.com/CA/santa-ana-ca/catalog) form: (<https://secure.rec1.com/CA/santa-ana-ca/catalog>)

## 'wh' Question words:

- [You Tube practice](https://www.youtube.com/watch?v=mLefVAvKsRk) (<https://www.youtube.com/watch?v=mLefVAvKsRk>)
- [My English Pages](http://www.myenglishpages.com/site_php_files/grammar-lesson-wh-questions.php) ([http://www.myenglishpages.com/site\\_php\\_files/grammar-lesson-wh-questions.php](http://www.myenglishpages.com/site_php_files/grammar-lesson-wh-questions.php))
- [Teach This](https://www.teach-this.com/grammar-activities-worksheets/present-simple-wh-questions) (<https://www.teach-this.com/grammar-activities-worksheets/present-simple-wh-questions>)
- [Ego 4 U](https://www.ego4u.com/en/cram-up/grammar/word-order/questions) (<https://www.ego4u.com/en/cram-up/grammar/word-order/questions>)

**ADAPTATIONS:**

\*A slideshow presentation is used throughout this lesson. If instructors do not have access to a projection screen, copies of the PowerPoint could be shared with students in groups.

**Warm Up:**

- Multi-level: n/a
- High Tech: n/a
- No Tech: If there is no projection screen but the teacher has access to a DVD player, a workout video can be played in lieu of the Zumba video. Another option is to bring in photos of people taking part in exercise classes to share with students.

**Introduction:**

- Multi-level: Instead of mixed grouping, you could group lower level students together and provide them with more support. Higher level students could be encouraged to create or complex sentences.
- High Tech: n/a
- No Tech: n/a

**Presentation:**

- Bullet Six: For lower level students, answer options could be provided on the board. Students would have to pick the correct answer rather than finding it on their own.
- High Tech: In classrooms with an interactive board, students could come and physically circle the answers to the questions for on the screen.
- No Tech: This activity could be printed out and handouts could be provided to student groups.

**Guided Practice:**

- Multi-level: Lower level students could be grouped together and provided more 'hands on' support in terms of how to scan for information.
- High Tech: This worksheet would be AWESOME as a Google Form. That way, the teacher could show access student results instantaneously and share with the class.
- No Tech: n/a

**Communicative Practice:**

- Multi-level: Lower level students could be given a list of potential questions to choose from rather than creating sentences on their own. Higher level students could be required to ask their questions without using their index cards as a reference.
- Hi Tech: n/a
- No Tech: n/a

**Application:**

- Lower level students could just be required to complete the form on the worksheet and not answer the questions in Section 'B'. In addition, the instructor could provide more support to lower level students by highlighting key information in the brochure for students to reference.
- Hi Tech: Students could register for these classes online☺!
- No Tech: n/a