

Integrating Fitness and Reading: Why and How*

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***Based on Opitz, M. 2010. *Literacy Lessons to Help Kids Get Fit and Healthy*. New York: Scholastic. .**

Objectives

- To provide a rationale for integrating fitness and reading**
- To explain how to integrate fitness and reading within familiar reading instructional routines**

Activity Box

- 1.**
- 2.**
- 3.**
- 4.**

BIG Idea:

6 Reasons For Literacy Educators to Integrate Fitness and Reading

Reason	Notes
1. To apply brain researchers findings.	
2. To increase academic achievement	
3. To motivate students' reading.	
4. To dispel the separation myth.	
5. To do our part in helping to ward off childhood obesity.	
6. To assist in answering the call of the <i>Let's Move in School Initiative</i>.	

Catch the Beat Fitness Literacy Lesson (Opitz, 2011)

From: *Literacy Lessons to Help Kids Get Fit and Healthy*. New York: Scholastic

Objectives: (Share with children, too!)

- To practice *making predictions*, a comprehension strategy, to detect pulse rate and to discover how physical activity increases it.
- To identify physical activities that can be used both inside and outside of the school day

Texts	<p>1: <i>Run and Hike, Play and Bike: What Is Physical Activity?</i> by Brian Cleary 2: <i>Get up and Go!</i> By Nancy Carlson 3: <i>Exercise and Play</i> by Cath Senker 4: <i>The Busy Body Book: A Kids Guide To Fitness</i> by Lizzy Rockwell 5: <i>Wallie Exercises</i> by Steve Ettinger 7: <i>We Like to Move: Exercise is Fun</i> by Elyse April 8: <i>Ready, Set, Skip!</i> By Jane O'Connor</p>
<p>Before Reading</p> <p>Whole class</p>	<ol style="list-style-type: none"> 1. Gather the class together in the whole-group meeting area (or at desks). 2. Give students a sticky note and ask them to write their names on it. 3. Show students how to take their pulse (See Chart). Explain that pulse rate is how many times their heart beats in one minute. It is felt as blood is pushed through an artery located in their wrists. Once students have their rate, have them write it on their sticky notes. Tell them that this is their <i>resting heart rate!</i> 4. Ask them what they think might happen to their pulse rate if they start to move. Do they think it will stay the same? Increase? Decrease? 5. Have students place their sticky notes in the column that corresponds to their answer and to provide reasons for their choices. 6. Have the students march in place for one minute. 7. Have them take their pulses and write down the number. 8. Have them check their predictions. Were they correct? Did their number stay the same? Increase? Decrease? 9. Provide time for students to discuss why they think their heart rate went up. Point out that completing activities to increase heart rate strengthens the heart.
<p>During Reading</p> <p>Small groups of 5</p>	<ol style="list-style-type: none"> 1. Call groups of five to read and respond with you in small groups. Remind students that just as they made predictions about their heart rate, they will now make predictions when reading. 2. Brainstorm ideas about physical activities and write their responses on a chart large enough for all to see. 3. Provide a brief overview of the books and allow time for student selection. 4. Invite students to use the cover and title to predict what they think their book will tell them about physical activity. 5. Explain the procedure for reading their books: <ul style="list-style-type: none"> •Read to yourselves. •Look for specific ideas that tell about physical activity. •Reread your book if you finish before I call you together as a small group. •Check to see if any of the ideas you read about are on our group chart. •Be ready to talk about your book when all are finished reading. 5. As students read, provide help as needed. 6. Provide time for sharing of ideas. Record ideas on chart.
<p>After Reading</p> <p>Whole Class</p>	<ol style="list-style-type: none"> 1. Once all have finished reading in small groups, gather the whole class together. 2. Display the small group charts and use them to construct a class chart of Physical Activities. 3. Encourage students to state reasons why being physically active is important and add additional essential points as needed. 4. Show and explain the “My Physical Activity Log.”