

# How I Trained for the Junior Triathlon

Name \_\_\_\_\_

Write two or three sentences to explain the most important information from these sections of the book:

Section of the Book:	Two to three sentences that sum up this part of the book:
Training for the Big Day	
Swimming	
Cycling	
Running	
Changeovers	
The Right Foods for Training	
Race Day	
Racing Procedure	
The Finish	



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Multiple Intelligences (intrapersonal, logical-mathematical)

How do you feel about each of these legs of the triathlon? Record your opinions about the highs (things you'd like) and lows (things you wouldn't like) about practising and competing.

Swimming	Cycling	Running
Highs	Highs	Highs:
Lows	Lows	Lows



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What do you need to compete in a triathlon? Use page 6 of the book to complete this table. Natasha suggested that competitors needed one more thing. What is it? The answer is on page 8. Add it to the table.

Things you will need:	Description of the item:	The purpose of this item:	Drawing of this item:



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Nouns are naming words. They name people, places, or things.

Verbs are doing or action words. Most verbs describe an action, for example, jumping.

Verbs can be turned into nouns by adding the endings, -er, -or, or -ar.

Turn the verbs into nouns in the table below. If you are not sure of the ending, think about what looks right, and don't forget that you can check your dictionary. Check your spelling; some words may double or lose the last letter.

Verb	Noun	Verb	Noun
teach		swim	
farm		ride	
drive		sing	
play		collect	
build		run	
act		burgle	
raid		bake	
invent		plumb	
sail		visit	

What do we call these people:

Someone who teaches \_\_\_\_\_

Someone who listens \_\_\_\_\_

Someone who jogs \_\_\_\_\_

Someone who drives \_\_\_\_\_

Someone who competes \_\_\_\_\_ (this one is tricky, so check your book)



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1. Did the title tell you that someone was going to tell you about a procedure? Explain.

\_\_\_\_\_

2. Did the title, cover illustration, and blurb make you want to read this book? Give reasons.

\_\_\_\_\_

3. What will you remember about this book?

\_\_\_\_\_

4. Can you relate to this story? Explain.

\_\_\_\_\_

5. What was the most interesting part of this book? Give reasons.

\_\_\_\_\_

6. Did you find the glossary helpful in understanding new words?

\_\_\_\_\_

7. What does a reader need to know in order to find things quickly in a book like this?

\_\_\_\_\_

8. How did this book help you to learn more about other people?

\_\_\_\_\_

9. List some things that you learned from this book.

\_\_\_\_\_

10. Who do you think would enjoy a book like this? Why?

\_\_\_\_\_



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This book is a recount. The reader views the triathlon through Natasha's eyes.

1. Do you think Natasha enjoyed training and competing? Explain.

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2. Which words from the book tell you that Natasha enjoyed training and competing? Find examples.

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3. Do the photographs and captions tell you that Natasha enjoyed training and competing? Find examples and explain.

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4. How would this book be different if Natasha didn't enjoy the training or the triathlon? Explain.

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5. How would this book be different if Natasha were a boy?

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6. Do you think Natasha will compete in other triathlons? Why or why not?

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7. Has Natasha made you interested in entering a triathlon?

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8. If Natasha shared negative experiences, do you think it would turn others off wanting to try?

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In this book, Natasha recounts a procedure. A procedure is a series of steps or actions that tells us how to do something.

On page 19, Natasha shows a different kind of procedure. She shows how to make a Banana Smoothie. For a recipe, the procedure is the series of instructions. There are three steps to this procedure. What are they?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Think about how you make a sandwich. Write the procedure. Take care to check that you write the steps in the correct order. Check that your procedure begins with a verb, a doing or action word. Here are some verbs you may use: cut, butter, add, spread, take, chop.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

