



How I Trained for the Junior Triathlon

		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



HOW I TRAINED FOR THE JUNIOR TRIATHLON

Middle level fact

Text type: Procedural Recount

Reading age 9.7

Word count 2,051

Before Reading

Activate prior knowledge by asking students if they know what a triathlon is. Encourage discussion and guide understandings so that the students build knowledge that a triathlon:

- is a race
- combines three sports – swimming, cycling, and running
- usually begins with swimming leg, followed by bike ride, and ends with run
- usually takes place at and around a beach
- is tough and requires endurance

- can be done by anyone of any age, who is prepared to train for it.

What kind of training is needed for a triathlon?

Discuss the physical aspects of the training.

What else do you think competitors need to consider as part of their preparation? Guide the discussion to address the issues of diet, equipment and gear, and rest.

COVER

Before Reading

Read the title and examine the cover photographs. Discuss what the book may be about. *Why do you think these images have been chosen for the cover? Who might this person be? Think about the title and tell me what type of book this is.* Guide students to observe that this is a procedural text. *What do you expect to see in a book like this?*

Guide students to identify that they might see steps or instructions.

Read the blurb. What additional information does this give you? What do you expect to find inside this book? Guide the discussion to build understandings that Natasha is describing her training in this book.

Who is Natasha? How old do you think she is?

What kind of person do you expect Natasha may be?

What topics will Natasha address in this book?

What kinds of skills and procedures do you expect to learn?

CONTENTS PAGE

Open the book. Tell me what you know about this page. Discuss features of the contents page. *Where would I go to read about Changeovers?* Students should quickly respond with the page number. Repeat for other pages. Encourage quick responses. Discuss the ways an information text differs from a story.

What else might be in an information book? Discuss the terms *glossary* and *index*. Ask students to explain what each term means. Visit each of these pages to clarify that the glossary provides meanings for new or tricky words about the topic, and the index provides the page numbers to help the reader locate particular things in the book.

Discuss the term *introduction*. *What does this mean?* Guide students to understand that an introduction provides general information about the topic, which can build readers' knowledge. *Do you think this might be a useful place to start?*

INTRODUCTION

During Reading

What do you notice first about this page? Guide students to information contained in the illustrations. *Read the captions. What do you notice about the people in the photos?* Students should notice the three legs to the triathlon. *What is interesting about these people?*

What do you notice about the words on page 4? Students should notice the bold text on *competitor*, and suggest that this word is located in the glossary. Direct students to the glossary and ask students

to read the definition aloud. What have you been a competitor in? Discuss students' experiences.

Read the introduction and be ready to explain what is involved in a triathlon. When you read page 6, jot down some of the things you need to compete.

After Reading

Who is Natasha? What is special about Natasha?

What is a triathlon? What do you think a junior triathlon is?

What order do the events occur in?

Is this an easy event? Could I go in one tomorrow? Why not?

Who can do a triathlon? What do you need to do to be able to do a triathlon?

How does Natasha know so much about triathlons?

What is Natasha's feeling about triathlons?

Read the last three lines together. What does it mean that training for her first (triathlon), put things into a whole new perspective?

What equipment or gear do you need to be in a triathlon? Go through each item and have students explain what it is used for.

TRAINING FOR THE BIG DAY

During Reading

Tell me what you see on page 8. Discuss the photograph and read the caption. *Who is Natasha training with? Where are they training? Would this be the only place that they train for the running leg? Guide inferences to address that they may do some training at the beach.*

Read page 8 and be ready to chat about how Natasha prepares for the big day. Learn how Natasha prepares for her training sessions, and how the training sessions change as she gets closer to the day of the triathlon.

After Reading

How long does a junior triathlon usually take? What factors could make it take longer than that? Students should suggest that it takes longer if you haven't trained properly. Guide the conversation to build inferential understandings. What else might make the race take longer? Guide students to infer other factors such as illness or an injury.

What does Natasha suggest all competitors wear? Why would they need sunscreen?

What is Natasha's training program? Discuss. Direct students to reread the second paragraph so they can provide details from the book.

How would you describe the training program?

What happens to the training program as she gets closer to the day of the race?

SWIMMING

During Reading

Describe what you notice about these photographs. Students should infer that they show that competitors need to practice by swimming laps, but that it also helps to have a coach or someone to assist with the training. In what ways would they help the competitors? Invite inferences.

What do you notice about the words on the page? Students should notice the bold text on *lap*, and suggest that this word is located in the glossary. Direct students to the glossary and ask students to read the definition aloud.

As you read page 9, jot down how often Natasha

swims and how much swimming she does. See if you can work out how many laps Natasha swims every week as part of her training.

After Reading

What did you learn about Natasha's swimming programme? How many times each week does Natasha do her training? At what time of day does Natasha train? Why do you think she trains in the mornings? Invite students to infer that Natasha's training needs to fit in around other things in the day, like going to school.

How many laps does Natasha do each training day? How many does that mean she does each week?

What did Natasha do when she got really puffed?

What did Natasha find happened after she had been training for a few weeks? Direct students to reread the second paragraph to check if needed.

CYCLING

During Reading

Look at the photograph on page 10. What will we find out about on this page? Students should identify that this page will give the details of the cycling training. How often would you expect Natasha to cycle? Students should make their inference based on the amount of time spent training for the *run and swim*.

What do you notice about the words on the page? Students should notice the bold text on *heart rate*, and suggest that this word is located in the glossary. What is your heart rate? Ask students to infer. Direct students to the glossary and ask students to read the definition aloud. What do you think happens after exercise?

Encourage inferences and tell students that you will check at the end.

Read page 10 and find out about the cycling training.

After Reading

How often did Natasha cycle? How long did she cycle for?

What was interesting about the way Natasha trained? Direct students to reread if needed to check. Students should notice the way Natasha pedaled faster for two minutes of every five. What is this called? Guide students to understand that Natasha was sprinting for two minutes. What happens when she sprints? Guide inferences to build understandings that it raised Natasha's heart rate. What did she do to allow her heart rate to decrease again? Check the book to find out.

Build understandings by directing students to check their resting pulse rate for one minute and record the pulse rate. Have students run on the spot for one minute as quickly as they can. Tell them to sprint which means to go as fast as you can. Check pulse rates again and compare. Discuss what happens when your pulse rate goes up. *What is your heart doing?* Discuss.

RUNNING

During Reading

What does the photograph and caption tell you? Guide students to infer that Dad is coaching Natasha and helping her to know when to sprint and when to slow down. Why does it help to have someone help you? Guide students to infer that it allows the competitor to focus on their training.

Read page 11. Find out how often Natasha

trains and for how long. Take note of how the training is similar in some ways to her cycling training.

Find out how she fits all her training into a week. Some days must be very busy if she does training for all three legs. Find out how she manages it.

After Reading

How many days each week does Natasha train? How long does she run or on each training day?

What did you notice about the running training that was similar to the cycling training? Direct students to the text to check if needed. They should report that she runs faster, and then slows down to decrease her heart rate, just as she does when cycling. Might this be important? Why?

How does Natasha fit all this training into her week? Does she train for all legs on the same day? Refer students to the text to reread the last sentence if needed. What does the word alternated mean?

Read pages 12 and 13 together to discuss the weekly training timetable.

CHANGEOVERS

During Reading

Look at the photographs on pages 14 and 15 and read the captions. *What do you think is involved in a changeover? What does Natasha mean on page 15 when she says that the first changeover can be tricky to get right? What does she look like she is doing? Do you think it would be important to make the changeovers as quickly as possible? Why?*

What do you notice about the words on the page? Students should notice the bold text on changeovers, and suggest that this word

is located in the glossary. *What does this mean?* Ask students to infer from the earlier conversation. Direct students to the glossary and ask students to read the definition aloud. *Were we correct?*

Read pages 14 and 15. Find out Natasha's tips for changing from one leg to the next. Jot down the main points she gives.

After Reading

What is the order that the changeover occurs in the triathlon? Check page 14 if needed.

What are Natasha's tips for a quick changeover? Students should indicate the following points:

1. Keep it simple – be organized and have everything ready to go.
2. Try to do what you can while still moving, eg, unzipping your wetsuit while running to the bike saves time
3. Practise the changeovers to get really fast at them.

What do you think would be the fastest changeover? Why? What do you think would take the longest? Why? What sorts of things might make the changeover difficult? Invite students to infer. *On race day, when there are lots of competitors, what else could make the changeover more challenging?* Invite inferences.

THE RIGHT FOODS FOR TRAINING

During Reading

What do the illustrations tell you about this section of the book? Why would eating the right foods be important? What do foods give to our bodies? Discuss that food fuels us and keeps us going. When we use up energy by thinking, moving, and just functioning we need to *replace*

it by eating more food that will be turned into more energy.

What are the foods that Natasha ate during training?

What do you notice about the words? Students should notice the bold text on *carbohydrates*, and suggest that this word is located in the glossary. *What are carbohydrates? You may have heard of them being called carbs.* Ask students to infer. Direct students to the glossary and ask students to read the definition aloud. *Were you correct?*

Read pages 16 to 19. Find out about the foods that are best for training and why. Jot down some notes about what Natasha ate a lot of and what these foods did for her body.

After Reading

What are the right foods for training?

Why did Natasha need to eat more than usual?

What did she need to eat a lot of? Why did she need lots of carbohydrates? Which foods contain lots of carbohydrates?

What is the most important meal of the day? Why? What did Natasha eat for breakfast? Why did she eat so much? Discuss the foods Natasha ate. Discuss the healthy elements of each food.

Why is a banana smoothie so healthful? What's in it? Who has tried one? How do they taste? What other types of smoothies can you make? Help students to generalize that they are fruit-flavoured milk drinks.

RACE DAY

During Reading

Look through the photographs on pages 20 and 21. Discuss the captions. Infer how Natasha may be feeling as the race approaches. Do

you think she's pleased that she did all the training? How might she be feeling if she hadn't trained very much?

You may choose to read this part of the book one section at a time to discuss each part of race day and ensure full comprehension.

Read to the end. Use the photos and captions to give you extra information.

Find out what Natasha does before she leaves home on race day.

When Natasha arrives at the event, what does she do? Jot down some notes to help you remember.

As you read about the racing procedure, take note of what happens and how Natasha feels as she competes. How does the race end? How does Natasha feel?

After Reading

What happens at home before the triathlon?

What does Natasha have to do before the event begins? What does she get at the registration tent? Why do competitors wear a number?

Do you think the competitors have a good look at the map and rules? Why? What could happen if they didn't?

What was the race like for Natasha? Direct the conversation to cover each of the components of the racing procedure. Walk through each subsection, building knowledge of the event and how Natasha felt.

What was the hardest part for Natasha? Why?

How did the triathlon end? Did Natasha win? How did she feel about her achievement? Why? Build understandings that it is a major achievement just to finish a triathlon and competitors are often thrilled at this effort. Many people enter just to compete against themselves, which means that they try to do

a faster time than they did last time.

CODE BREAKER

Nouns are naming words. They name people, places, or things. Nouns that are the names of people, animals, and places are called proper nouns. Proper nouns always begin with a capital letter.

Verbs are doing or action words. Most verbs describe an action; for example, jumping, singing. Verbs that are happening now often end in *-ing*.

Which of these words from the book are nouns and which are verbs? Write them in two lists, using the headings, Nouns and Verbs.

Natasha	triathlon	swimming	bicycle
Dad	running	Hi	completed
helmet	sunhat	eating	towel
cycling	exercising	pool	training
unzipping	practising	breakfast	food

MEANING MAKER

The officials at an event like a triathlon need to be prepared for all sorts of emergencies. Accidents can occur especially when lots of people are competing in the same event and there are several parts to the same race.

What are all the things that need to be considered when organizing a race like this? Have students brainstorm all the things that could go wrong for competitors in this event. Think of each leg of the race separately, and build understandings of the types of accidents and injuries that may occur. Discuss the safety measures that are in place for events like this.

◆ TEXT USER

This book follows a logical order and this makes it easy for the reader to follow.

Other things in this book that help the reader to build understandings are the photographs, captions, labels, diagrams, and map. These give the reader lots of information about the text.

Ask students to turn to pages 12 and 13 of the book and discuss how this training schedule assists us to find out information. Ask students to make some observations about the table; for example, it is set out clearly, contains lots of space, has a limited number of words, shows the days and events clearly, and features large ticks. Discuss how these features make it easy for the reader to locate information.

● TEXT CRITIC

This book is different from some other nonfiction books. Because it is a recount, the reader is getting the information from someone who is sharing her personal experience. This is different from reading a book or article, or viewing a documentary, that does not rely on someone's experiences. In this book, it is clear to the reader that Natasha enjoys her training and the triathlon. Her opinions and experiences make the event seem fun, exciting, and rewarding. Discuss the way that this influences how a reader may view the triathlon. The reader may get caught up in the other person's experience and think that this is what the experience is like for everyone.

How do you think the reader might think about a triathlon if Natasha complained about how hard it was all the way through?

USING MULTIPLE INTELLIGENCES

Students need to work in small groups for this task.

Design: a mural that captures the excitement of a triathlon. You need to show each of the legs in the race, and think about how you can demonstrate the way competitors are feeling during each one. You may choose to show the cheering crowd in the background. (S, B)

Compose: a song about the excitement of a triathlon. (M)

Record: a diet for a competitor for one week. (V)

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

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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How I Trained for the Junior Triathlon

Name _____

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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How I Trained for the Junior Triathlon

Name _____

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)



How I Trained for the Junior Triathlon

Name _____

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?



How I Trained for the Junior Triathlon

Name _____

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

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

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

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

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

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

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

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

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



How I Trained for the Junior Triathlon

Name _____

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. _____

