

**NOTE TO EDUCATORS**

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2-4	<p><b>Teacher's Pages</b></p> <p><b>Pre-reading Discussion</b></p> <p><b>Post-reading Discussion</b></p>	<p>Activate students' background knowledge</p> <p>Set a purpose for reading</p> <p>Develop comprehension skills</p> <p>Make connections with the text</p>
5-8	<p><b>Reproducible Worksheets</b></p>	<p>Develop knowledge of letter name and sound relationships</p> <p>Develop word recognition strategies</p> <p>Develop vocabulary and writing skills</p>
9-10	<p><b>Language Experience</b></p>	<p>Provide familiar, meaningful text that is predictable and easy to read</p> <p>Establish the link between spoken and written words</p>
11	<p><b>Answer Key</b></p>	

**BEFORE READING THE STORY****1. Share a Personal Experience**

Ask the students to think of a time they, or someone they know, went on a diet. Print the following questions on the board:

Describe the diet.

What was easy about being on the diet?

What was hard about being on the diet?

Do you think this was a good diet?

Why or why not?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

**2. Preview the Book****Choose Option A or B:**

**Option A:** Tell the students that they are going to read about Al. Explain to the students they are going to preview the book in order to get an idea of what the book is about. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the book from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

**Option B:** Print the following on the board:

True or False?

- (a) \_\_\_\_\_ Al loves all kinds of fruit.      (c) \_\_\_\_\_ Al has a sore stomach.  
(b) \_\_\_\_\_ Al thinks grapefruit will help him lose weight.      (d) \_\_\_\_\_ Al wants to find a way to exercise.

Direct the students to the photo on the front cover of the book. Say, "This is Al" Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Al doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain the word diet if necessary. Explain that the word fad will be defined in the book. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

### 3. Predict the Story

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

(a) \_\_\_\_ Al's weight goes up  
and down.

(c) \_\_\_\_ Al starts to exercise.

(b) \_\_\_\_ Al starts to feel sick.

(d) \_\_\_\_ Al eats a lot of sugar.

## AFTER READING THE STORY

### 1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *Fad Diets*. Then as a group, have the students share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

## 2. Check Comprehension

### Choose Option A or B:

**Option A:** Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Does Al find the perfect diet? Explain your answer.
- (b) Describe three fad diets Al tries.  
How does each diet affect Al?
- (c) Why do you think some people keep trying fad diets?
- (d) What did you learn about fad diets?  
Will you use what you learned? How? When?

**Option B:** Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) \_\_\_\_ Al finds the perfect diet.
- (b) \_\_\_\_ Al learns fad diets are bad  
in many ways.
- (c) \_\_\_\_ People like fad diets because  
they can save money on food.
- (d) \_\_\_\_ I will use what I learned  
about fad diets.

## 3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) What does eating “right” mean to you? Why is it sometimes hard to eat right?
- (b) Most people do not get enough exercise. What are some ways that people can build small amounts of exercise into their daily routine (e.g. walk up stairs as fast as they can)?
- (c) Losing weight in a safe and healthy way is a goal that takes will power. Explain the term *will power*. What else in life takes will power? Describe a time when you needed will power. What kept you going? What supports did you have? What did you learn as you worked toward your goal?

### 1. Letter Names

Look at the sentences on pages 21 and 25 in the book.

Find words that begin with the letter **f**.

Copy the words on the lines.

\_\_\_\_\_

### 2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **f** make?

Read the words with your teacher.

Think of three more words that begin with the sound /f/.

Your teacher will print the words on the board.

Copy the words.

\_\_\_\_\_

### 3. Word Family

(a) Say these words:    fad  
                                  dad

These words belong to the **ad** word family.

(b) Read these sentences. Circle the words in the **ad** word family.

1. Al learns that fad diets do not work.
2. Why are you so mad?
3. I had a good time.

(c) Print words that belong to the **ad** word family.

\_\_\_\_\_ fad \_\_\_\_\_

\_\_\_\_\_

**4. Matching**

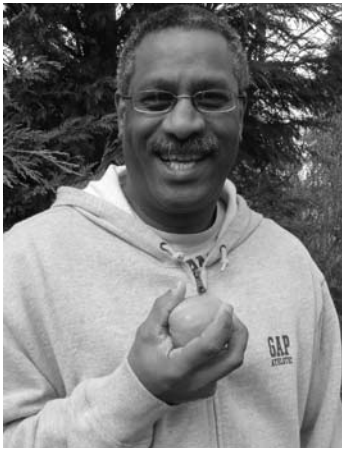
Read the sentences. Copy the sentences under the correct picture.

1. Al has stomach problems.

3. Al starts to exercise.

2. He feels tired.

4. He feels better.



(a) \_\_\_\_\_  
\_\_\_\_\_

(b) \_\_\_\_\_  
\_\_\_\_\_



(c) \_\_\_\_\_  
\_\_\_\_\_

(d) \_\_\_\_\_  
\_\_\_\_\_

**5. Predict Words**

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Al wants to lose \_\_\_\_\_ .
- (b) Al goes on a \_\_\_\_\_ diet.
- (c) He feels \_\_\_\_\_ and cranky.
- (d) He starts to \_\_\_\_\_ other food.
- (e) Al wants more \_\_\_\_\_ , so he walks.
- (f) Al \_\_\_\_\_ a lot about fad diets.

**6. Scrambled Sentences**

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) lose / wants / to / Al / weight \_\_\_\_\_
- (b) goes / a / on / diet / Al / fad \_\_\_\_\_
- (c) Fad / make / diets / promises \_\_\_\_\_
- (d) he / weight / Does / lose \_\_\_\_\_ ?
- (e) better / Does / feel / he \_\_\_\_\_ ?
- (f) diets / not / Fad / do / work \_\_\_\_\_

**7. Sentence Frames**

Read the first sentence.

Complete the other sentences with your own words.

(a) Al looks better.

Al looks \_\_\_\_\_ .

Al looks \_\_\_\_\_ .

Al looks \_\_\_\_\_ .

Al looks \_\_\_\_\_ .

(b) I want to exercise more.

I want to \_\_\_\_\_ more.

I want to \_\_\_\_\_ more.

I want to \_\_\_\_\_ more.

I want to \_\_\_\_\_ more.

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.



## LANGUAGE EXPERIENCE APPROACH

**Step 1:** Start a Discussion

**Possible prompt:** Ask the students what food they don't like, and why.

**Step 2:** Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. A soft-boiled egg, because it feels slimy.). Print clearly. Say each word as you print it.

**Step 3:** Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

**Note:** Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

**Step 4:** Use the Student-generated Text

**(a) Sight Words**

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

**(b) Cloze**

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

**(c) Review Phonics and Word Families**

The target letter and sound for *Fad Diets* was **f/f/**. Have students find, circle, and copy the words that start with the letter **f**. Repeat the process for the word family **ad**, if applicable.

**(d) Copying**

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

**(e) Frame Sentences**

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

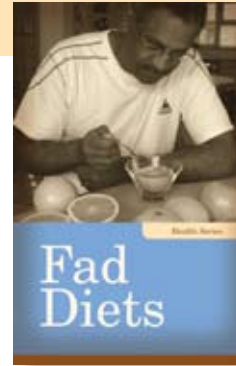
**Example:**

A soft-boiled egg feels slimy.

Oil feels slimy.

Mud feels slimy.

Hair gel feels slimy.



## ANSWER KEY

### Teacher's Pages

#### After Reading the Book

#### 2. Check Comprehension:

**Option A:** (a) Yes. Al learns the perfect diet is a balanced diet. He starts to eat good food. He starts to eat enough food. (b) **Grapefruit diet:** Al eats a lot of grapefruit. He loses weight fast, but he gains weight fast when he starts to eat other food. **Fatty diet:** Al eats just meat and fatty food. He has stomach problems and feels tired. He loses a lot of weight. Then he starts to eat other food and ends up weighing more. **Weighing food:** Al eats very little. He always feels hungry. He feels tired, cranky, and dizzy. (c) Possible answers: They keep hoping to find a fast and easy way to lose a lot of weight fast. They do not want to exercise to lose weight. (d) Students will have different answers.

**Option B:** (a) True. Al learns the perfect diet is a balanced diet. He starts to eat good food. He starts to eat enough food. (b) True. Al learns that weight comes back fast. He learns that you can end up weighing more. He learns you can feel sick, tired, cranky, and dizzy. (c) Possible answers: False. They keep hoping to find a fast and easy way to lose a lot of weight fast. They do not want to exercise to lose weight. (d) Students will have different answers.

### Worksheets

1. **Letter Names:** fast, food, feel
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. fad 2. mad 3. had (c) Possible answers\*: dad, mad, had, bad, lad, pad, sad, tad
4. **Matching:** (a) He feels better. (b) Al has stomach problems. (c) Al starts to exercise. (d) He feels tired.
5. **Predict Words\*:** (a) weight, pounds, kilograms (b) fad, grapefruit, meat, bad (c) tired, sick, dizzy, hungry, weak (d) eat, try (e) exercise (f) learns, knows
6. **Scrambled Sentences:** (a) Al wants to lose weight. (b) Al goes on a fad diet. (c) Fad diets make promises. (d) Does he lose weight? (e) Does he feel better? (f) Fad diets do not work.
7. **Sentence Frames:** Students will have different answers.

\* Other answers are good if they make sense.