

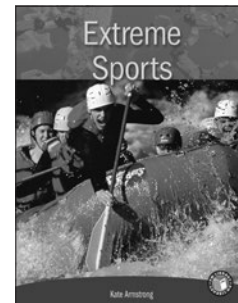
Extreme Sports

PM Level 28

Ruby

Text Type Information Report/Explanation

Running Words 2126



Preparing for Guided Reading

Orientation to the text

- Many people enjoy playing sports but it takes a special kind of person to crave the thrill of extreme sports. These are sports people who enjoy pushing their minds and bodies to the limit. New technology makes it possible to try things in sport that were not available before. Imagine jumping out of a helicopter onto a mountaintop wearing a pair of skis or flying like a bird with a parachute on your back. Extreme sports can offer many challenges to sports men and women, but the most important thing to remember is to always be careful!

Prior knowledge

- Look at the cover photograph and read the title. Ask students what it means. Check a dictionary for a definition of *extreme*. Read aloud the introduction and ask students to identify the role technology plays in the development of extreme sports.
- Look at the skier featured on the contents page. Why is he photographed in mid air?

Building the Balanced Reader

Grammatical conventions

- Revise the use and purpose of the Contents page, Glossary and Index.
- Verbs – locate present and past tense verbs in the text.
- Locate compound words used in the text, e.g. *snowboarding*, *freefall*, *skysurfing*, *fibreglass*.
- Identify personal pronouns used to avoid repetition of the noun.

Vocabulary

Key vocabulary

abseiling, altimeter, avalanche, belayer, challenging, chutes, conditions, extreme, fibreglass, harnesses, incredible, kayak, mentally, parachutes, physically, sailboard, technology, traction, ultimate, unmarked, vertical

Spelling

- Make a list of words built from a root word *ski*, e.g. *skier, skiers, skied, skiing; extreme, extremes, extremely, extremity; surf, surfs, surfers, surfing, windsurfing*

Visual Literacy

- Ask students to explain what is happening in the photograph on p. 9.
- Encourage students to construct one oral sentence to explain how the rider is feeling in the photograph on p. 28.

Focusing on the story – guided reading

- Direct students to read independently to the end of Chapter 3, then ask:
How do extreme snowboarders differ from normal snowboarders?
What are the dangers in extreme skiing?
How do skydivers know when to activate their parachutes?
Why do skysurfers need a board?
- Read the *Did You Know?* text box on p. 5 and discuss the word *snurfer*. What words were blended together to create that word?
- Revisit the glossary at the back of the book. Why is it useful when reading/researching non-fiction material?
- Direct students to read independently to the end of Chapter 4, then ask:
What makes it easier to do tricks on skateboards?
Looking at the photograph on p. 22 – how is it that experts can do vert skating in an empty in-ground swimming pool?
Why is a belayer so important in rock climbing?
What is the simple difference between rock climbing and abseiling?

Comprehension

- What does a snowboard look like? (*Literal*)
- Why do rock climbers have to plan their climb as they go? (*Inferential*)
- Why does the last safety rule warn people not to show off when they are doing extreme sports? (*Applied Knowledge*)

Follow-up activities

- Ask each student to identify an extreme sport that really interests them. Conduct some research about it, and present an exposition text, encouraging other students to try this particular sport. Present the arguments in order of importance.
- Look again at the illustrations and text on pp. 26–27. Ask students to select another skill from an extreme sport and design a 4-step explanation for how to complete it safely.

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Learning Intentions

- We are learning to understand that factual texts rely on a range of methods to present information.
- We are learning to model our writing on existing factual texts and our knowledge of the text structure and language features of the text type.

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Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can model my own writing on a given text and my knowledge of text structure and language features.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up