

Great Sporting Events

PM Level 27

Ruby

Text Type Information Report/Recount

Running Words 2030



Preparing for Guided Reading

Orientation to the text

- Great sporting events provide the opportunity for the world's best athletes to test their strength and skill against others in their class. From the Olympic Games to Wimbledon to the World Cup soccer, big sporting events have created a multi-billion dollar industry, which can mean big money for the top athletes. But being the best doesn't come without a lot of hard work, and it can involve many risks and dangers. Perhaps that's what makes it so exciting for spectators to watch the best sportsmen and women in the world in action.

Prior knowledge

- Look at the cover photograph and read the title. Without looking at the contents, try to predict what are the 'great sporting events'. What makes them different from other interesting/important sporting events? What sport is featured on the cover? Ask students if they know who the players are and where they are playing.

Building the Balanced Reader

Grammatical conventions

- Discuss the features of non-fiction texts, e.g. contents, introduction, glossary, index.
- Note the use of numerals to represent large numbers.
- Commas are used to separate information in sentences, e.g. *In Sydney, Australia, for the 2000 Games, more than 11,000 athletes from 199 countries competed in 33 different sports.*

Vocabulary

Key vocabulary

conferences, demanding, industry, intellectually, interlocking, international, motto, performances, physically, professional, qualifying, rivalry, spectators, sprint, symbols, titles, tournament

Spelling

- Discuss the meaning and origin of the prefix *inter-* (Latin meaning *among, between*) and locate words beginning with this prefix, e.g. *interlocking, international*. List other familiar words that use this prefix.

Visual Literacy

- Study the map on pp. 16–17. Ask questions to determine the students' level of understanding. Discuss the cartoon-type images compared with photographs that appear on other pages in the text.
- Encourage students to read the *Did You Know?* boxes that provide additional information about individual athletes and sports.

Focusing on the story – guided reading

- Read aloud the introduction and ask students to identify the aim of this non-fiction book. Look at the contents page and the glossary and discuss the role of these features in a non-fiction book.
- Direct students to read independently to the end of Chapter 3, then ask,
Why were women not allowed to compete in the first modern Olympics?
What is significant about the colours of the Olympic rings?
What two other Olympic events have been created since the rebirth of the modern Olympic Games?
- Revisit the glossary at the back of the book.
- Direct students to read independently to the end of Chapter 4, then ask,
Why is soccer such a popular sport?
What is the connection of the four top Rugby nations in the world?
Why is one-day cricket often referred to as 'the pyjama game'?
- Turn to p. 6 and locate the section that refers to the Olympic motto, which in Latin is *Citius, Altius, Fortius*. Many words are derived from Latin – see the English translation of *motto*.

Comprehension

- When and where did the Olympic Games begin? (*Literal*)
- Why is the motto *Citius, Altius, Fortius* suitable for the Olympic Games? (*Inferential*)
- How can spectators be endangered at major sporting events? (*Applied Knowledge*)

Follow-up activities

- Discuss your school motto and what it means. Talk about why this particular motto was chosen and how students can strive to follow it. Ask each student to think of an appropriate motto for a sporting group they belong to.

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Learning Intentions

- We are learning to understand different forms of visual communication in a factual text.
- We are learning to identify typical structural and language features of a range of text types.
- _____

Success Criteria

- I can interpret information that has been presented in a variety of visual forms in a factual text.
- I can identify different text types by referring to their structure and language features.
- _____

Guided Reading Notes

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