

# Sporting Heroes

PM Level 27

Ruby

**Text Type** Information Report / Recount

**Running Words** 2725



## Preparing for Guided Reading

### Orientation to the text

- Many people like to play sport, but few people have what it takes to become a champion. In addition to incredible talent and ability, it takes very hard work to become the best. Many athletes get up before dawn to swim laps in the swimming pool or run kilometres. But the most important feature of a top athlete is the ability to play fair and be a good sport. From boxing legend Muhammad Ali to our own Cathy Freeman, being good at sport and knowing how to be a good sport are what makes true sporting heroes.

### Prior knowledge

- Look at the cover photograph and read the title. Without looking at the contents page, ask students who they think are the great sporting heroes. Read aloud the introduction text and ask students to identify the reasons, apart from their sporting successes, why these athletes were chosen?
- Ask students if they know any/all of the names on the contents page.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the features of non-fiction texts, e.g. contents, chapters, glossary, index.
- Identify adjectives that add descriptive information to nouns in the text, e.g. *famous*, *poor*, *professional*, *greatest*, *female*.
- Discuss language related to comparable statistics used when discussing the careers of sporting heroes.
- Note the superlative form of the adjective *popular* is *most popular*. Explain that for adjectives with more than two syllables, the words *more* and *most* are often used to show degree.

### Vocabulary

#### Key vocabulary

*achieved, autograph, ceremony, champions, conference, determined, entertainment, heavyweight, honour, incredible, intensive, opponents, professional, represent, respected, scholarship, sensation, somersault, sportsmanship, talented, temper, tournaments*

### Spelling

- Locate various ways of making the *long a* sound in words and identify the letters that make the sound, e.g. *greatest, heavyweight, game, player*

### Visual Literacy

- Talk about why most of the photographs in this text are of athletes in action. Discuss the use of colour versus black and white images.
- Discuss why the photograph on p. 25 is blurred. Is it out of focus?

### Focusing on the story – guided reading

- Direct students to read independently to the end of Chapter 5, then ask:  
*What was special about Babe Ruth's last game?*  
*In 1935 Jesse Owens achieved what great feat?*  
*In tennis, what has Rod Laver achieved that no other champion has?*  
*Dawn Fraser was told she would never swim for Australia. Why?*  
*What were the circumstances around Muhammad Ali having his World Title taken away from him?*
- Draw students' attention to the use of *adjectives* on p. 4. Discuss the purpose of adjectives and how they help give us a more detailed account of a person's achievements.
- Draw students' attention to p. 22 – Michael Jordan. Drawing upon their knowledge of proper nouns, discuss which words begin with a capital letter and why.

### Comprehension

- Which two things do all the champions in this book have in common? (*Literal*)
- Apart from performing difficult exercises, what did Nadia Comaneci have to do to achieve a perfect score? (*Inferential*)
- What made Cathy Freeman such a popular athlete with Australian people? (*Applied Knowledge*)

### Follow-up activities

- Ask students to choose an athlete they consider to be a 'hero'. Encourage students to research this athlete and provide details of their life, their achievements and why they are considered to have hero status.
- Allow students time to write a response to the question, *Are You a Hero?* Ask them to imagine they are very good at a sport and respond to the questions presented in the text on p. 30.

## 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.

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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 identify different text types by referring to their structure and language features.

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## Guided Reading Notes

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