

Sport's Beginnings

PM Level 27

Ruby

Text Type Information Report

Running Words 2152



Preparing for Guided Reading

Orientation to the text

- Most people enjoy watching sport, but where did sport begin? From prehistoric times when cave people played games to exercise their survival and hunting skills to the ancient Greeks and Romans who enjoyed testing their strength and fitness, sport has been around for a very long time and evolved a great variety of ways. Technology and big business have brought sports into the modern era, particularly with major sporting events such as the Olympic Games, but hints of ancient traditions can still be recognised today.

Prior knowledge

- Look at the cover photograph and read the title. What aspects of the photograph indicate that it shows an ancient scene?
- Read aloud the introduction text and ask the children to identify what is different about paragraph two. What is the purpose of posing so many questions in an introduction?
- Before looking at the rest of the book, discuss which sports students think might be covered in this text. Discuss their ideas about 'old sports' and 'new sports'.

Building the Balanced Reader

Grammatical conventions

- Revise the structure of non-fiction texts
- Identify proper nouns used in the text
- Revise the purpose of a colon. A colon is used to indicate to the reader that more information is to follow what has already been written in a sentence.
- Identify commas used to separate items in a list, e.g. *on television, the radio, the Internet, in books, magazines, and newspapers.*

Vocabulary

Key vocabulary

acceptable, accurate, association, broadcasters, centuries, champions, chariot, conquered, contests, electronic, expensive, garland, gladiators, honour, javelin, jousting, oath, participated, prehistoric, puck, racquet, spectators, synchronised, synthetic, technology, tournaments, traditions, wreath, wrestling

Spelling

- Practise making new words by adding prefixes and suffixes to root words, e.g. *compete, competes, competed, competing, competition, competitive; sport, sports, sporty, sportsman, sportsmanship, sportsmanlike, unsportsmanlike; participate, participates, participating, participation, participant.*

Visual Literacy

- Discuss reasons why sporting activities and events from the past are generally supported by illustrations.
- Ask students to retell the history of sports using the timeline on pp. 30–31.
- Compare and contrast the clothing worn by athletes from the past and present eras.

Focusing on the story – guided reading

- Turn to p. 12 and ask students to skim the text and locate the words in paragraph two that contain capital letters. Talk about *proper nouns* and discuss which words are proper nouns.
- Draw students' attention to the use of a *colon* on p. 17. Discuss the ways colons are used as a way of introducing information via a list, words, phrase or quotation. How is the colon used on this page?

Comprehension

- How do we learn information about various sports? (*Literal*)
- In the past, why did it take a long time to establish common rules for ball games? (*Inferential*)
- What can people do to achieve a good life balance between sport and the arts? (*Applied Knowledge*)

Follow-up activities

- Ask students to draw up a table listing ten sports mentioned in the text. For each one, research when and where it originated, whether it is a team or individual sport, the equipment needed to participate, and a major sporting event that includes that particular sport as part of its competition program.
- In pairs, ask students to select one particular sport, and write a simple set of rules about how to play the game.

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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.

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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