

# Sports on Wheels

PM Level 28

Ruby

**Text Type** Information Report / Interview

**Running Words** 2095



## Preparing for Guided Reading

### Orientation to the text

- Since the invention of the wheel over 5000 years ago, it's been impossible to imagine the world without it – that includes the sporting world! From BMX bikes to Formula One racing, wheels offer an exciting dimension to sport. There are a great deal of sports that require equipment with wheels – where would the motorcycle Grand Prix be without the motorcycle? Or the Tour de France without the bicycle? In fact, sports on wheels have become so sophisticated that we can now enjoying watching wheelchair tennis players glide across courts with ease and grace.

### Prior knowledge

- Look at the cover photograph and read the title. What sport is featured on the cover? Skim through the book – what is the common theme in all the illustrations/pictures in this book?
- Read aloud the introduction text 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.

## Building the Balanced Reader

### Grammatical conventions

- Revise the structure of the non-fiction text, including Contents, Glossary and Index.
- Discuss the meaning of the word *acronym* and how these words originate.
- Introduce portmanteau words, such as *motocross*. Discuss the formation of these words and list other examples.
- Discuss the use of quotation marks to highlight technical words in the text, e.g. “horseless carriage”, “boneshaker”, “Celeripede”.

### Vocabulary

#### Key vocabulary

asphalt, automobile, categories, championship, combustion, competitors, continents, disabilities, explosive, incredibly, international, invention, journalists, motocross, navigator, obstacles, parachute, protective, recognition, spectacle, spectators, suspension, velodromes

### Spelling

- Locate words ending in -tion, e.g. *invention*, *Association*, *organisation*, *recognition*, *competition*.

### Visual Literacy

- Note that the chapter heading is about the type of wheeled vehicle, and the information that follows is grouped according to the various types of vehicles in that category.
- Direct students' attention to the *Did You Know?* boxes that include additional information.

### Focusing on the story – guided reading

- Turn to pp. 4–5 and read aloud the sentence that features italics. Italics are often used to show emphasis. View and discuss the glossary at the end of the book.
- Direct students to read independently to the end of Chapter 2, then ask,  
*Why were early road races banned?*  
*How long have Formula One cars raced in Grand Prix?*  
*What personal tragedy did Jacques Villeneuve overcome to be a successful F1 driver?*  
*Why is fitness so important to Motocross riders?*
- On p. 10, NASCAR racing introduces an *acronym* for a sport. Discuss the use and appearance of acronyms.
- Draw students' attention to the *Did you know?* text box that appears on p. 29. There are several throughout the book. Discuss their purpose and format, and suggest other topics/texts that might benefit from additional fact boxes.

### Comprehension

- What are three sports that rely on vehicles having wheels? (*Literal*)
- What type of protective clothing do BMX riders need? (*Inferential*)
- How does a parachute help stop a drag racing car? (*Applied Knowledge*)

### Follow-up activities

- Ask students to choose one of the competitive events in the text and conduct some research about it. Locate information such as when the sport began, rules for competition, famous competitors and world records.
- Make a list of sports included in the Paralympics. For each one, identify any modifications to the rules to accommodate athletes with disabilities.

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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