

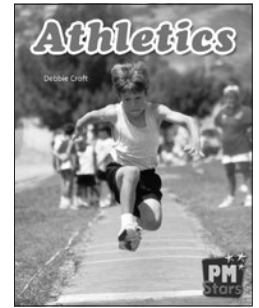
# Athletics

PM Levels 11/12

Blue

**Text Type** Information Report

**Running Words** 121



## Preparing for Guided Reading

### Orientation to the Text

- Recall that Anna and her family are the characters in *The Race* (PM levels 5/6) and *Anna's Family* (PM levels 8/9).
- Explain that this book provides information about athletics.
- Read the title of the book. Discuss the photo on the cover. Recall Anna's participation in running and jumping activities.
- Turn to the title page. Build confidence in the use of the contents and glossary.

### Prior Knowledge

- This book is an information report about athletics.

### Key Language Structures

- Paragraphs begin with a topic sentence and are followed by sentences containing supporting information, e.g. *Athletics is a sport. Girls and boys can do athletics.*

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*around, called, children, do, race*

#### Content Words

*athletics, bar, better, coach, healthy, high, races, short, sport*

### Decoding

- Encourage quick recognition of high-frequency words.
- Provide support when students apply their knowledge of letter-sound relationships to decode or check unknown words. Ensure that students are cross-checking their decoding attempts against meaning and structure.

### Fluency and Phrasing

- Reinforce the importance of pausing at line breaks. Ensure that students understand how this improves reading fluency.
- Encourage students to recognise errors independently. Provide positive feedback when students have taken responsibility for re-reading or searching further. If an error is not recognised,

say, *Try that again.* Remind students to check meaning by confirming that visual and meaning clues match.

### Focusing on the Book – Guided Reading

- Study the photographs on each page before reading the text. Introduce key interest words. Ensure that students understand how participation in athletics contributes to their physical well-being.
- Find each glossary word in the book. Talk about how a glossary aids meaning.
- Identify the different characteristics of athletics described in the book, e.g. short races, long races, high jump, long jump. Use book resources or film clips to extend students' awareness of a range of athletic activities.
- Make a list of opposites, e.g. *long, short; high, low; faster, slower.*
- Talk about what athletics coaches do. Discuss the coach's role in helping to ensure that participation in physical activities is safe and enjoyable.
- Talk about these comparatives: *run faster* and *jump better.*
- Re-read these sentences: *They can run and jump into a sandpit. This is the long jump.* Talk about why adding further details supports meaning in an information report.

### Comprehension

- What is athletics? (*Literal*)
- What do some children wear on their feet to help them run faster? (*Literal*)
- What is an athletics teacher called? (*Literal*)
- Why are some races short and others long? (*Inferential*)
- What is the difference between a high jump and a long jump? (*Inferential*)
- How does taking part in athletics help you stay healthy? (*Inferential*)

### Follow-up Activities

- Encourage students to select a particular athletics activity. Ask them to give three reasons why they think this is a good activity to do. Assist students to write a simple exposition text about this activity.

## Learning Intentions

- We are learning to identify topic sentences and sentences that provide supporting information.
- We are learning to use our knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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## Success Criteria

- I can identify topic sentences and sentences that provide supporting information.
- I can use my knowledge of high-frequency words, connections between letters and sounds, and spelling patterns to decode unknown words.

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## Guided Reading Notes

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