

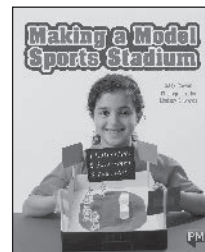
Making a Model Sports Stadium

PM Level 19

Purple

Text Type Procedure (Informative)

Running Words 367



Preparing for Guided Reading

Prior knowledge

- Talk about some of the most common features of sports stadiums, particularly those designed for track and field competitions.

Orientation to the text

- In this book, the reader learns how to make a model sports stadium, predominantly using a cardboard box and smaller pieces of card.

Building the Balanced Reader

Vocabulary

Key vocabulary

make, sports, box, paint, inside, cut, glue, middle, colour

Content words

model, stadium, cardboard, plastic, entrance, podium, cube, grandstand, spectators

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of phonics, prefixes, suffixes and scanning across words to assist in decoding unfamiliar words.
- Observe students' ability to predict events in the text, and use strategies to integrate meaning, language structures and visual information as they read. Provide support when necessary.

Focusing on the book – guided reading

- Talk about the materials used to make the model stadium. Ask students how many of these items they will be able to find in the classroom and which, if any, may need to be sourced elsewhere.
- Read through the steps in making the stadium and the running track. Discuss why running tracks in stadiums are oval-shaped.
- Ask students to suggest the types of events that will take place on the green area inside the stadium.

- Discuss the design of the winner's podium. Ask students which three athletes stand on the podium at the end of an event.
- Ask, *What is the folded yellow card in the grandstand meant to represent? Why is this a clever way to show the seating?*
- Ask students if they have ever been to a sporting event at night, and if so, to explain why stadium lights are so important.
- After reading pp. 12–13, ask students to explain the connection between the podium and the names on the big screen.
- Direct students to look at the photo on p. 15. Ask them to suggest what kind of event the athletes are competing in.

Comprehension

- What are the four straws used for in the model sports stadium? (*Literal*)
- Why does the paint have to be left to dry? (*Inferential*)
- Why are field events held inside the oval of a real running track? (*Applied Knowledge*)

Follow-up activities

- Have students follow the procedure to make their own model sports stadiums, in small groups. Allocate a student to each of the main tasks, e.g. painting the stadium walls, painting the running track, making the grandstand.
- Ask students to name all the track and field events they can think of, and record their responses on a whiteboard. Ask students to vote on their favourite event amongst these. In small groups, have the students find ways to portray this event in their model stadiums, e.g. painting on the shape of a long-jump pit, making a simple high-jump bar from cardboard.
- Have students imagine they are running a long-distance race in a sports stadium. Encourage them to think of a problem that could happen during the race, such as a shoelace coming undone or an athlete slipping in a puddle. Ask students to write an exciting story about how the athlete recovered from the problem and went on to finish the race.

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Learning Intentions

- We are learning to apply knowledge of high-frequency words, phonics, scanning across words and affixes to decode the text.
- We are learning to make predictions about the text and to integrate our knowledge of reading skills and strategies to derive greater meaning from the text.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, phonics, scanning across words and affixes to assist me in decoding the text.
- I can predict events in the text and use my knowledge of various reading skills and strategies to improve my understanding of the text.
- _____

Guided Reading Notes

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