

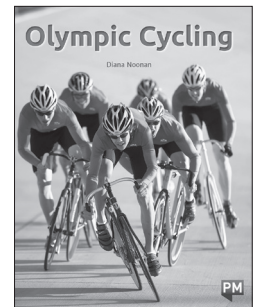
Olympic Cycling

PM Level 21

Gold

Text Type Information Report

Running Words 715



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with what a bike is and have a basic knowledge of the mechanics of riding a bike.
- Students should also have some knowledge about the Olympic and Paralympic Games, including how countries from around the world compete in a range of events.

Orientation to the Text

- There are many cycling events in the Olympic and Paralympic Games, including a road race, mountain biking and tandem races. Some events take place on roads, some on trails and some on a special indoor track called a velodrome. Athletes competing in cycling events must be fit, strong and skilful.

Building the Balanced Reader

Vocabulary

Key Vocabulary

amazing, chance, course, crowds, different, event, narrow, rough, slippery

Content Words

athletes, compete, cycling, cyclists, disabled, endurance, individual, keirin, kilometres, knobbly, lap, Madison, metre, motorbike, Olympic, omnium, pacer, Paralympic, pursuit, skilful, skinsuits, sprint, tandem, teammate, velodrome

Decoding

- Explicitly teach students how to use the pronunciation guides provided in brackets after some words, such as *keirin* and *omnium*, and talk about why they are there.
- Encourage students to read on and go back when they reach a difficult word, to help them use the context as well as the visuals to decode.
- Look at the word *teammate* on page 14 together. Ask, *What sort of word is this? What two smaller words are combined to make the word?*

Focusing on the Book – Guided Reading

- Look at the front cover and read the title of the book together. Discuss what an information report is. Ask, *What sections would you expect to find in this book? What features are often in information reports?*

- Review the table of contents on the title page together. Ask, *What information does the table of contents give us? How is the information organised?*
- Read pages 2–3 together and point out the word *cycling*. Ask, *What is the base of this word? What does it mean? What other words can you think of with the same base?* Ask students to look for other words with the same base as they read.
- Continue to page 9 and ask students to find the words in bold. Ask, *Why has the author made these words bold?* Look up the words in the glossary together and discuss the meanings.
- Point out the word *lead* on page 10. Ask, *Can you find another word on this page with the same base? How are the meanings of the two words related?*
- Ask students to read about the Olympic omnium on page 16 and monitor whether they read the fact box above the image. Ask, *Why did the author add the piece of text in the green box? How does it add to our understanding of the information?*
- Continue to page 22 and look at the words *Olympic* and *Paralympic* with students. Ask, *What is the base of Paralympic? What do you think the prefix 'para' means?* Explain that 'para' means alongside or next to. Talk about other words students know with the same prefix, such as 'paramedic'.
- Look at the index on page 24 together. Ask, *What information does an index give? How is it different from a contents page? How is the information in the index organised?*

Comprehension

- What does the pilot on a tandem bike do? (*Literal*)
- What are some of the dangers that mountain bike racers might face? (*Inferential*)
- What are some other sporting events that take place on a track? (*Applied Knowledge*)

Follow-up Activities

- Watch online videos of some of the different Olympic cycling events with students. Discuss the features of each and how they work. Go outside and organise students to run a mock keirin, team pursuit or Madison event on foot. You can also use students as officials and commentators to simulate what being in an Olympic race might be like.
- Choose two cycling events and compare them in a Venn diagram. Look at aspects such as the skills needed for each event, where they are held and how many people compete in them.

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Learning Intentions

- We are learning to recognise and use the features of information reports.
- We are learning to recognise and read longer words.

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Success Criteria

- I can find and explain how to use the contents, image captions, glossary and index in the book.
- I can identify the base of nouns and verbs, such as *leader* and *finishing*.
- I can identify words in the text with a common base, such as *cycling* and *cyclists*, and explain how the base is related to the meaning.

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Guided Reading Notes

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