

Athletics

PM Level 25

Emerald

Text Types Information Report, Procedure

Running Words 2114



Preparing for Guided Reading

Prior Knowledge

- Invite students to share their knowledge of international sporting events, such as the Olympic Games. Discuss events that students have heard of and what they entail.

Orientation to the Text

- From its foundations in ancient times, athletics has evolved into a group of track and field events that can be seen at international meetings, such as the Olympic Games. In this text, you will learn everything from the history of athletics to how to do the long jump.

Building the Balanced Reader

Grammatical Conventions

- Examine the use of capital letters to denote proper nouns as you read with students. Talk about whether the proper nouns are people, such as *Cathy Freeman*; places, such as *Sydney*; or events, such as the *2016 Paralympic Games*.

Vocabulary

Key Vocabulary

ability, armour, athletics, baton, championship, competition, consecutive, cross-country, disability, discus, distance, heptathlon, horizontal, hurdles, javelin, marathon, modern, muscles, Olympic Games, para-athletics, participate, professional, propel, prosthetic, racist, relay, shot-put, sprint, stadium, steeplechase, vault

Spelling

- Look at the bases of related words in the text to help students break them down to read and spell – *disc* and *discus*; *champion* and *championship*; *compete* and *competition*.

Visual Literacy

- Discuss the choice and placement of images in the text. Invite students to consider how these add to their understanding of the topic and of the long jump procedure.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title with students. Explain what technical language is. Ask, *What technical language might you expect to find in this text?*

- Read pages 2–3. Ask, *What is the main thing the author wants you to understand from these pages? Where is this information?*
- Continue to page 7 and point out the word *professional*. Ask students to explain in their own words what it means. Then check the glossary definition.
- Invite students to find the technical language on pages 12–13. Ask, *What makes these words technical language? How can you work out their meanings when they are not in the glossary?*
- Look at the word *heptathlete* on page 19. Ask, *What strategies can you use to work out the meaning of this word?*
- Read the 'Famous Moments in Athletics' chapter. Ask, *Why did the author include this information? What is the main thing she wanted you to know?*
- Ask students to read 'How to Do the Long Jump'. Ask, *What is the main idea of this part of the text? What are the key words?*
- Review the materials on page 28. Ask, *Why is it important to have technical language in the materials? What other technical language is in this procedure?*
- Read to the end of the text. Ask, *How would you explain the main idea of the book?*

Comprehension

- How did para-athletics start? (*Literal*)
- What is the chapter about Olympic spirit trying to tell you? (*Inferential*)
- Why do people choose to become involved in athletics? (*Applied Knowledge*)

Follow-up Activities

- On a globe or a digital map of the world, find the different countries mentioned in the text. Discuss with students what this tells us about athletics.
- Hold your own mini-Olympics with events based on those described in the text. For example, you might use paper straws as javelins. Record the results of the events and conduct a medal presentation for the winners.
- Ask students to write a procedure for how to play a game or sport that they are familiar with, using the text as a model. Allow students to present their procedures in small groups for others to follow.

Learning Intentions

- We are learning to identify the main idea in what we read.
- We are learning to identify and understand technical language.

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Success Criteria

- I can use my own words to explain the important points from the book.
- I can identify key words linked with the subject of the text.
- I can use context, the glossary and my own knowledge to work out the meanings of unfamiliar words.

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Guided Reading Notes

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