

Sports Technology

PM Level 28

Ruby

Text Type Information Report/Recount

Running Words 2144



Preparing for Guided Reading

Orientation to the text

- Sports technology helps athletes to go faster, higher and further than ever before. New designs and materials in sports equipment and playing fields allow sports people to perform to the best of their ability, and more accurate electronic timing systems allow for more precise measuring of times and speeds. Sport technology also allows for better communications technology so that spectators can watch football on the television and see sporting events from the other side of the world. Sports technology has come so far that it is exciting to imagine what the future holds.

Prior knowledge

- Look at the cover. Ask students if they recognise this athlete and what sport he is competing in. Discuss the swimmer's 'body suit', and link it to the idea of technology. Ask students what swimmers used to wear before body suits.
- Read the title and ask students what it means. Look at the photograph on the front cover – where is the technology in that photograph? Read aloud the introduction and ask students to identify the two groups of people technology has benefited.

Building the Balanced Reader

Grammatical conventions

- Revise the purpose of a Contents page, Glossary and Index.
- Identify paragraphs that begin with a topic sentence followed by supporting information.
- Locate lists of words that are separated by commas.

Vocabulary

Key vocabulary

accurate, advantage, alloy, artificial, atmosphere, automatically, comfortable, devices, disadvantages, electronic, flexibility, fraction, millisecond, opponents, performance, protective, racquets, register, satellite, silicon, stadiums, streamlined, synthetic, technology

Spelling

- Identify words ending with -ent, e.g. *different*, *opponent*.

Visual Literacy

- Compare and discuss the two high jump photographs on p. 5. Why is the top photo in black and white?
- How does seeing a photograph of an old tennis racquet and a new racquet add meaning to the written text?

Focusing on the story – guided reading

- Direct students to read independently to the end of Chapter 3, then ask:
How have materials such as fibreglass helped sports?
How have tennis racquets developed over the years?
How have new fabrics improved the performance of athletes?
How do modern running shoes look after your feet?
- Encourage students to locate the meanings of the words *trademark*, *registered* and *patent*.
- Turn to p. 8. Discuss with students how each paragraph should consist of a series of sentences each with a central theme. What are the three themes on p. 8?
- Draw students' attention to p. 25 where *laser* and *video* are described. Video is used in modern technology but is derived from an ancient language, Latin – *visus*, which means, *I see*. Laser is a modern word but is in fact an acronym. Discuss the concept of word origins.
- Have students read the rest of the book independently, then ask, *How has technology improved the enjoyment of sport spectators?*

Comprehension

- What was most sports equipment made from in the past? (*Literal*)
- Why is a running race restarted if one of the competitors leaves the blocks too early? (*Inferential*)
- What is the greatest benefit of technology in sport? (*Applied Knowledge*)

Follow-up activities

- Ask students to write down some suggestions as to how a higher level of technology could be incorporated into their favourite sport.
- Encourage students to write a recount (similar to p. 25) about attending an important live sporting event.

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