



Level 26 Book f



Level	26
Word Count	783
Text Type	Information Report
High-Frequency	better, form
Word/s Introduced	



The Extraordinary House

Blood, Dung, and Clothes

Captain Gallant

Tsunami Survival Stories

Tiddalick, the Greedy Frog

Athletics

The Phantom Robber Mystery

Dino Info

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the name of the author on the front cover. Ask the students – *Do you know what athletics means? What events are included in the sport of athletics? Look at the contents to confirm your answers.*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What do you call a person who participates in athletics?*

Pages 4–5 *Over what distance is a sprint usually run?*

Pages 6–8 *Look at the diagram of the athletics track. What is the distance around the track? What is the length of most long-distance races?*

Page 9 *What is an important rule in walking races?*

Pages 10–11 *What are hurdles? How many hurdles are usually positioned for a race?*

Page 12 *How many athletes compete in a relay team? What can slow a relay team?*

Pages 13–14 *How many chances does an athlete have to clear the bar in high jump?*

Pages 15–17 *How does a long jumper attempt to land in long-jump events?*

Pages 18–19 *What is a discus made from? What safety feature do you see in the photograph of the discus thrower?*

Pages 20–21 *What is the name of the round ball used by athletes in the shot-put event?*

Page 22 *What are two other athletics events?*

AFTER READING

Ask the students to work with a partner. Have them each reread aloud half the book. Have the students note the names of all the events they read. Remind the students to read the captions and diagrams as well as the text.

See the BLM.

CODE BREAKER



Developing Specific Skills

Word building – *ack* – *track, back, pack, lack, sack*

Add these words to spelling lists and practise them – *athlete, sprint, distance, hurdle, relay*

TEXT USER



Encourage the students to participate in a class discussion. Ask – *Have you ever participated in athletics events? Which events do you think you would be good at? Which event seems the hardest? Which event is the most interesting to watch?*

Have a class vote to find out which is the most popular athletics event and the least popular event.

MEANING MAKER



Ask the students – *What is the difference between track and field events? Do men and women compete in the same races in athletics? Why or why not? Why do athletes need to train so hard?*

TEXT CRITIC



There are several diagrams in this book that give extra information. Ask the students to complete the BLM by looking carefully at the information from the diagrams in the book. Ask – *Do you think the diagrams are a helpful way to present information in a book? Explain your answer.*

26f Athletics

Name _____

As you reread *Athletics*, write the names of all the events you read. Remember to read the captions and diagrams as well as the text.

Choose one of the athletics events you have listed. Use an encyclopedia, books, or the Internet to find out about the event you have chosen.

1. What are the rules of this event?
2. Who is a famous athlete competing in this event?
3. What is the world record or Olympic record for this event?
4. What equipment and safety features are needed for this event?

Present your information on a poster. Remember to include –

- A bright colourful heading
- Clear information with correct spelling
- Your name
- The name of the book, encyclopedia or web address where you found your information
- Include a drawing or diagram

26f Athletics

Name _____

There are several diagrams in the book *Athletics* that give extra information. Look carefully at the diagrams and answer the questions.

Page 7

What is the distance around the track? _____

How many times does an athlete in the 800 metre event run around the track? _____

Do all the events start at the same spot on the track? _____

Do all the events finish at the same spot on the track? _____

Page 16

What is the men's long jump record? _____

What is the women's long jump record? _____

Pages 20–21

What is the men's discus record? _____

What is the women's shot-put record? _____

26f Athletics

Name _____

Write a newspaper article describing an athletics event.

Include the following information –

What is the name of the event?

Is it a track or field event?

Is it a team or individual event?

What are the rules of the event?

What equipment and safety features are required for the event?

How can athletes train and prepare for the event?

What will athletes wear when they are competing in this event?

Include a picture of an athlete or athletes participating in your event.

