

## Olympic Adventure

Teaching Notes Author: Gill Howell

<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising</i></li> </ul>	<p><b>Tricky words</b></p> <p>discs, Greece, guards, history, museum, olives, Olympics, prizes, shields, some, there, vase, were, who</p> <p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>
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### Group or guided reading

#### Introducing the book

- C** (*Questioning, Clarifying*) Look at the cover and read the title. Ask: *What do you know about the Olympic Games?*
- C** (*Clarifying*) Look through some of the pictures and ask the children if the story is about the present or the past. Ask them to explain how they know.
- W** Find the word 'male' on page 5. Ask: *Can anyone explain what this word means?* Read the whole sentence and the first sentence on page 6 to work out the meaning.
- C** (*Prediction*) Read the blurb on the back cover. Ask the children what they think will happen.

#### Strategy check

Remind the children to use the sounds of letters to work out new words, and reread sentences to check for sense.

#### Independent reading

- W** Encourage children to use the context to work out new words and to understand what is happening in the story.
- C** (*Prediction*) Ask the children to say what might happen next.
- W** Remind the children to look for known words within new words to work them out, e.g. 'cat-ches'.
  - Praise the children for confident reading.

**Assessment** Check that children:

- can use knowledge of word structure to support reading
- draw together ideas and information from across a whole text.

#### Returning to the text

- C** (*Questioning, Clarifying*) Ask children: *Why was Anneena cross at the start of the story?*
- C** (*Clarifying*) Look at page 12, ask: *What does 'in for the high jump' mean?*
- C** (*Summarising*) Ask: *What different events did the girls have in their Olympic Games?*

## Group and independent reading activities

**Objective** Read and spell less common alternative graphemes including trigraphs.

**W** Find the word 'head' on page 10. Say the sound made by 'ea'. Ask: *What other sound does 'ea' make?* (Suggest words where 'ea' says 'ee', like 'seat'.)

- Ask the children to think of words that rhyme with 'head' that are spelled with 'ea' ('bread', 'tread', 'instead').
- Find 'catches' on page 12. Ask the children to say the sound made by 'tch' in this word.
- Ask them to think of some words that rhyme with 'catch' ('match', 'snatch', 'thatch').
- Change the vowel, and ask them to think of words with 'itch', 'utch' and 'etch'.
- Make lists of rhyming words with 'tch' spellings.

**Assessment** Are the children able to recognise the sounds of the digraph and trigraph? Can they suggest more words with these spellings?

**Objective** Draw together ideas and information from across a whole text. Use question marks.

**C** (*Questioning, Clarifying*) Ask the children to work in pairs to make up a 'Who and What' quiz for the rest of the group.

- Explain that they can choose any page from the book and think of a question beginning with 'Who' or 'What' about that page. For example, on page 13, ask: *What was Hera doing under the olive tree?*
- Ask one child from the pair to write the question and the other to write the answer and the page number.
- When each pair has written three or four questions, let them read their questions to others in the group.

**Assessment** Do the children find answerable questions? Do they use question marks automatically?

**Objective** Explain their reactions to texts, commenting on important aspects.

**C** (*Questioning, Clarifying*) Turn to page 2. Ask: *Why did one of the boys say that the girls should have a sewing race? Was this fair?*

- Turn to page 7 to find out who was let in to the games.
- Ask: *Why do you think girls and women were not allowed in? Was this fair?*
- Ask: *Why did Anneena organise a games for the girls?*
- Ask: *What did the boys say about the girls' games? Was this fair?*
- Discuss with the children the arguments thrown up by the story. Ask the children to tell you the difference between opportunities for boys and girls in Ancient Greece to do sport and the opportunities for boys and girls nowadays.
- Look at page 24. Ask: *Why did Anneena ask this question? What is the answer to the question?*

**Assessment** Can children find the relevant pages quickly and easily to support their argument?

## Speaking, listening and drama activities

**Objective** To listen to each other's views and preferences, agree the next steps to take and identify contributions by each group member.

- Use the story to extend the class discussion introduced in the reading activity to a general discussion about the differences in the way boys and girls are treated, not just in sport.
- Ask a girl to talk about any situation which she considers to be unfair.

- Ask the others to say whether they consider this to be true.
- Then ask a boy to say when he thinks boys are treated unfairly. Ask other boys if they agree.
- Draw some conclusions as a group. Are there reasons for the differences? Can anything be changed to make things fairer?
- Ask the children what they would like to do next, such as present their ideas to the Head Teacher.

## Writing activities

**Objective** To use planning to establish clear sections for writing.

- Ask the children to plan their ideal Sports Day.
- Ask them to begin by listing the races and activities.
- Then they need to list the equipment needed for each race.
- Finally, they need to set up the rules for each race. For example, 'A dressing up race: you may not start to run until all the clothes are on and done up'.
- Discuss the best ways to set the information out. For example, under headings: 'Race', 'Equipment', 'Rules'; or in a chart with three columns.
- Let the children devise their own structures for making the notes.

**Assessment** Can the children organise their notes effectively?

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