

## DAY NINE—READING AND ANALYSIS CYCLE

Independent Analysis One (Literature Circle)—Student Booklet Pages 6-7

Sports Interview Activity—Student Booklet Page 12

Athletes in Action Independent Activity—Student Booklet page 13

### WHOLE CLASS LESSON: SPORTS SKILLS

**Presenting the Concept** Explain to students that every sport requires different skills. Have a student read aloud the first paragraph on the Sports Interview activity sheet. Draw students' attention to the Sports People Play chart they started on Day One. As you read aloud the sports, have individual students identify what they believe is the most important skill for each. For example, the most important skill for weightlifting might be using muscle strength.

**Teacher-directed Activity: Sports Interview** Ask the following question: How would you find out more about the training needed to develop skills for a sport? Through discussion, students learn that talking to an athlete or a coach would help them find out what they needed to know. Explain that when you talk to someone to find out things, you are interviewing that person. Discuss with students the kinds of questions that interviewers ask. Help students recognize that effective interviewers ask questions that encourage subjects to talk about themselves.

Tell students that newspaper reporters often use a special interviewing approach called the 5 W's and H strategy. Ask if anyone knows what the 5 W's are (who, what, where, when, why) and what H stands for (how). Draw a cluster on the board or Smart Board like the one found in the Student Booklet on page 12. Choose one of the 5W or H words and have students develop three or four questions for it. Continue until each of the six words has possible questions clustered around it.

Have students read the second paragraph on the Sports Interview activity sheet. Tell them to use the cluster on the board as a starting point for developing the questions they will want to ask when they conduct their own interviews.

**Independent Activity: Athletes in Action** Have students read aloud the instructions. Answer any questions. You may wish to display examples of newspaper sports photographs and captions.

### READERS AND WRITERS IN THE CLASSROOM

**T** Whole class lesson—Sports Skills Move students into literature circle groups. Circulate to help groups with their analysis sheets and to participate in discussions. Provide corrective feedback if necessary. Some individual students and partner groups may be finished with Independent Analyses Two and Three. Conference with a few of these students. Using a “sign-up” system is a way for students to let you know they are finished and wish to meet with you. You can then schedule “appointments” throughout the day to have 3-5 minute conferences. Conferences can also be done while students work on the independent activity sheet. Students

who have completed Independent Analysis Two can move on to another novel and start the sheets for Independent Analysis Three.

**S** Students finish the activity sheets independently. Students work with their literature circle groups. Students who have completed Independent Analyses Two and Three conference with the teacher. Students who have completed Independent Analysis Two can move on to another novel and start the sheets for Independent Analysis Three.

## **FIVE-MINUTE FOCUS**

Gather the class together. Ask for volunteers to share examples of the skills they think are most important to the sport they are reading about.

**REMINDER** ✓ Students should add to Authors Clipboard. In Author's Progress Log, students record the date they completed the Sports Interview and Athletes in Action activities and the date they completed Independent Analysis One.

**The next lesson is the start of the Writing Cycle part of this program. Some teachers only wish to do the Reading Cycle. We recommend having students complete the Writing Cycle. Students clearly demonstrate their proficiency with the genre of sports stories when they complete a piece of writing in this genre. Many students write very sophisticated stories that follow the structure of a sports story. This is excellent practice for writing a piece of narrative.**

**It is important to complete the Reading Cycle before students start the Writing Cycle. Literature group selections and analysis sheets should be completed. Students continue to read Independent Selections Two and Three and complete the analysis sheets. Set aside some time each day to continue to do short reading conferences.**



# AUTHOR'S CLIPBOARD

WORDS

PHRASES

CHARACTER NAMES

SKETCHES

SETTINGS



**INDEPENDENT  
ANALYSIS**

**ONE**

**SPORTS STORIES**

**TITLE** \_\_\_\_\_

**AUTHOR** \_\_\_\_\_

**WHEN**

\_\_\_\_\_



**WHERE**

\_\_\_\_\_

**POINT OF VIEW**



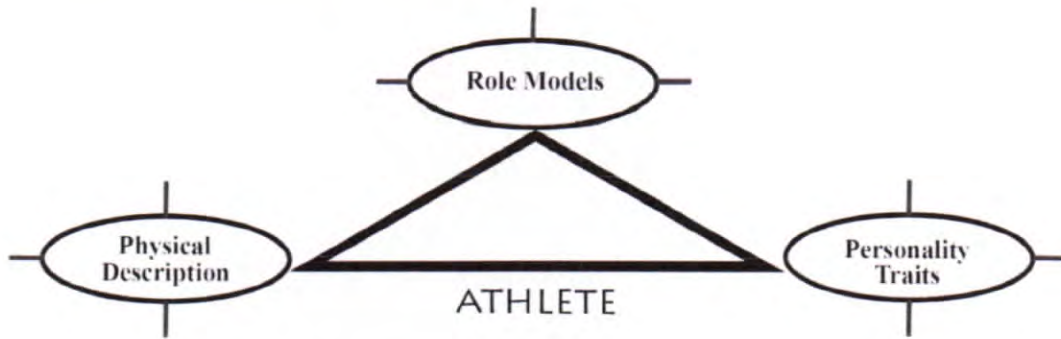
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**INFORMATION ABOUT**

<b>INFORMATION ABOUT</b>	_____
Object of Sport	_____
Sports Location	_____
Sports Type	<input type="checkbox"/> Competitive <input type="checkbox"/> Noncompetitive <input type="checkbox"/> Team <input type="checkbox"/> Individual
Positions	_____
Equipment	_____
Dangers or Risks	_____
Scoring Method	_____
Special Terminology	_____

**SPORTS STORIES**

**CHARACTER CLUSTER**



**PLOT DEVELOPMENT**

★ How was this athlete's talent discovered and/or developed?

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★ What obstacles made it difficult for this athlete to develop his or her talent? How did the athlete feel about them?

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★ How did this athlete overcome the obstacles? What sacrifices did he or she make?

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★ What encouragement and support did this athlete receive from others?

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★ What did this athlete finally achieve and how did he or she feel about it?

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★ How was this athlete accepted by others at the beginning of the story? At the end?

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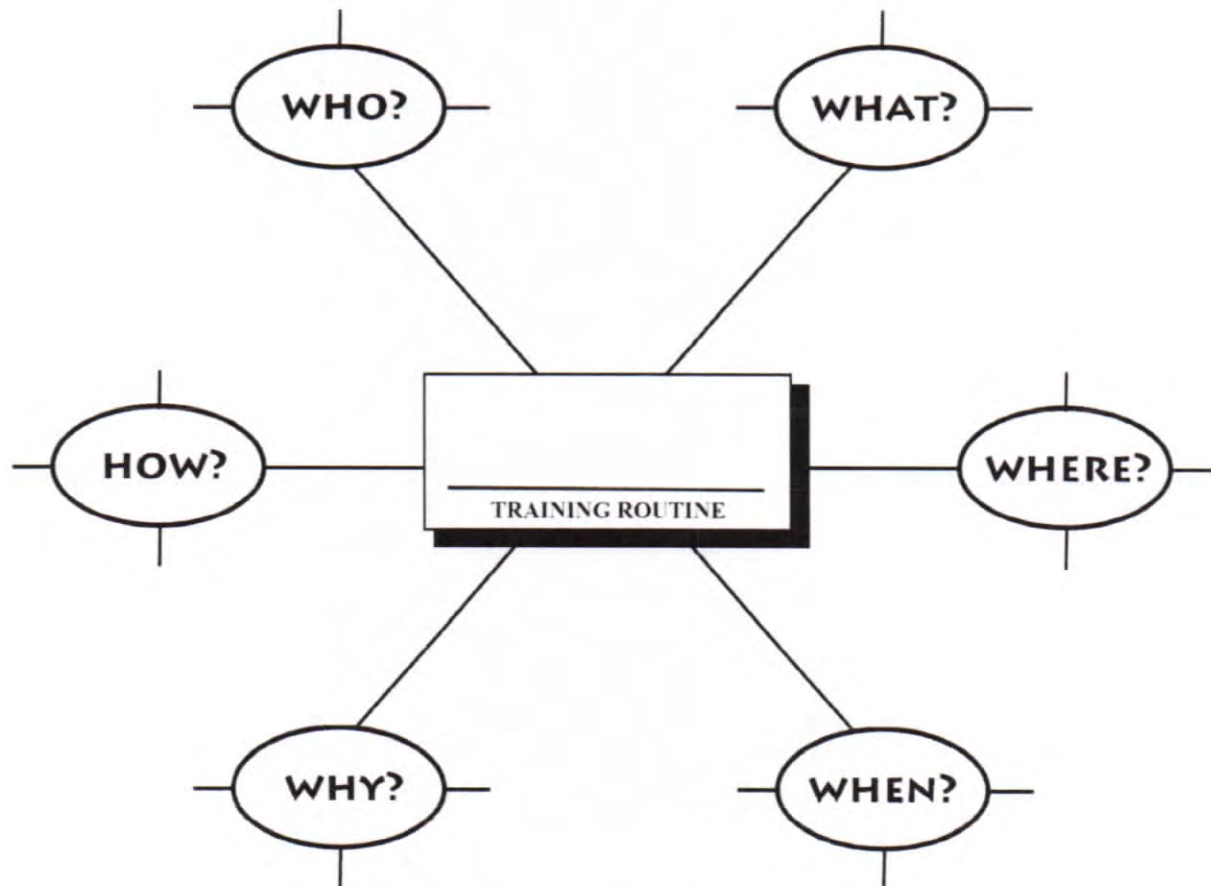


## SPORTS INTERVIEW

Every sport requires different skills. Some sports require agility, some require accuracy, some require stamina, some require strategy, some require strength, and so on. To develop these specific skills, every sport has its own training routine.



Use the 5 W's and H strategy to write some questions about the training routine for a sport you are interested in. Then interview a person who participates in or coaches that sport. Using the cluster below, organize the information you obtained from the interview. Then, on a separate sheet of paper, write a paragraph about the sport's training routine.



INDEPENDENT

## SPORTS STORIES

ACTIVITY

# ATHLETES IN ACTION

For thousands of years, artists have made sketches, drawings, paintings, and statues of athletes in action. *The Discobolus* (Discus Thrower), a bronze statue made by Myron more than two thousand years ago, shows an athlete preparing to throw the discus.



Find action photographs of people participating in one of your favorite sports. Referring to these photographs, make a variety of sketches of athletes in action on this page. Write captions describing your sketches.

