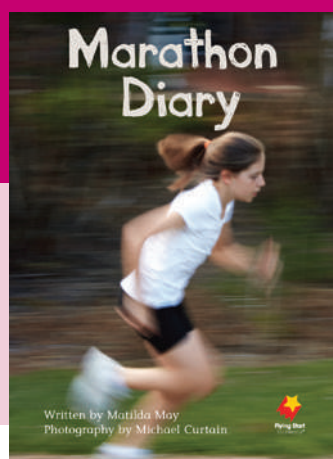


Lesson Plans

**Fluent
reading stage**

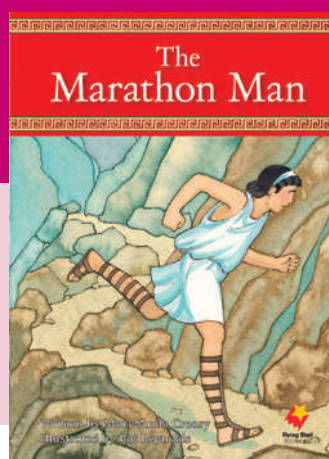
Level 24



Marathon Diary recounts the experiences of a girl who decides to complete a junior marathon. Her diary entries outline how she trains and the journey she goes through to reach her goal.

Running words: 808

Text type: Journal



The Marathon Man retells the legend of the first marathon. A man called Phillip ran for days on end to warn the army that the enemy was about to attack. He ran from Marathon to Athens to deliver the message. He became a hero and he was the very first marathon man.

Running words: 827

Text type: Narrative

Content vocabulary

army Athens battle diary distance finish line finals fitness Greece hero journey junior log book marathon medal Olympic Games oval puffing race runner running slaves soldiers Sparta victory

Phonics

- Identifying “gn” making the /n/ sound as in *designed*
- Identifying the suffix “ly”

Text features

Marathon Diary

- Dated diary entries
- Running tips included

The Marathon Man

- Preface and a labelled map
- Contents page, chapters with headings

Reading strategies

- Skimming and scanning to find relevant evidence
- Making inferences about a character’s motives

ELL support	Key concepts	Curriculum links
• The journal supports readers by including photographs and illustrations. • The narrative includes detailed illustrations that support the text.	• The first marathon man ran long distances to deliver important messages to the army. • Today people run long distances called marathons for their own fitness and to achieve a personal goal.	• Health and Physical Education: Being healthy, safe and active • History: The past in the present

Lesson 1 Marathon Diary



Before reading

Getting ready to read

Encourage students to activate their prior knowledge.

Ask: *Have you ever heard of a race called a junior marathon?*

Explain that this race is for children. They run 40 kilometres over about eight weeks and then they run 2.195 kilometres to finish the race. Say: *This race is a bit like the marathon that adults run.* Ask: *Would you like to do a junior marathon? How would you do it? What things would you need to know?* List students' responses.

★ Support students by explaining what a marathon is. You could say: *A marathon is a very long race. The runners have to run 42 kilometres. The junior marathon breaks this race up into much smaller parts so that kids can do it.* During a mathematics class, you could take the students outside and use a trundle wheel to measure one kilometre. Say: *To complete a marathon you would need to run this distance 42 times.*

Vocabulary building

★ Ask students to work with a partner to brainstorm a list of words that could be in a book about training to run in a long race, like a marathon (e.g. *race, fitness, distance, stretch, running*). Invite students to share their word list and create a group list.

Introducing the book

Give each student a copy of *Marathon Diary* and have them read the title. Ask: *What do you expect in a journal or diary?* Say: *Get yourself ready to read by skimming through the book.* Give the students a few minutes to look through the book. Ask: *What do you know about how this girl trained? What do the photographs show?* Draw the students' attention to the running tips. Say: *These tips are for other young runners who would like to do a junior marathon.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students able to skim and scan the text and the photographs to find relevant evidence to support their thinking? Do they know how to use the chapter headings? Say: *The chapter headings might be a quick way for you to find evidence.*

After reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text in the book. *What did the girl want to achieve? Did she do this? What sort of things did she do to train for her run?* (Literal) *Did the girl have times where she thought the junior marathon was too hard for her to do? How did she feel when she completed the marathon?* (Inferential) *What is difficult about running a marathon? Should people run marathons? Why do you think this?* (Synthesising) *Why do you think this book was written as a diary? Do you think this was a good way to learn about running a marathon? Why or why not? What other information would you have liked to know?* (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. If appropriate, comment on how well the students skimmed and scanned the book. Say: *That was good reading. You were able to find relevant information quickly by skimming and scanning*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could read the book to a student from another class. Encourage them to read the book fluently. Say: *Try to make your voice sound as if you are the girl talking.*

Word work

Phonics

Say the word *designed*. Ask: *What sounds do you hear in this word?* Write *designed* on the board. Ask: *Does anything surprise you about the way the sounds in this word are represented?* Draw out that the /n/ sound is represented by “gn” and explain that this is not a common way for the /n/ sound to be made.

Exploring words

Refer to the list of words made during the Vocabulary building section. Ask pairs of students to look through the book and make a new list of words that were not on this original list. Pairs could use their new list to take turns to say the words in sentences.

Writing

★ Ask: *What are you good at? How did you become good at this? What goals have you achieved?* Provide a template to support the students.

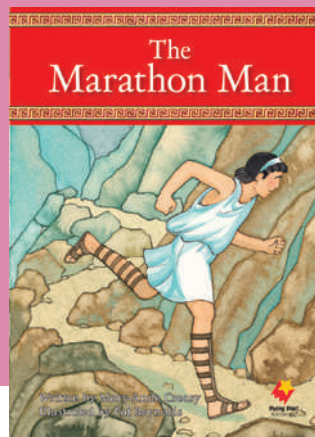
I am good at _____ .
To become good at this I:
• _____
• _____
• _____
Being good at _____ makes me feel _____ .

Have the students use the template to write about how they have worked hard to become good at something.

Sharing and presenting

Students could sit in a small group and share their writing about their individual achievements.

Lesson 2 The Marathon Man



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Talk about marathon running. Say: *The marathon is a running race that is 42 kilometres long. There are many marathon races all over the world. The marathon is also run at the Olympics. The book we are going to read is a story about the very first marathon man.* Ask: *What do you think might be the story of the first marathon?*

★ Support students by giving them a context for the story setting. Say: *The story of the first marathon man happened more than two thousand years ago in Greece.* Show students where Greece is on a world map or a globe.

Vocabulary building

★ Show the students the map on page 5 and read each word (*Greece, Sparta, Athens, Marathon*). Say: *These are the names of the places where this story takes place.* Notice how each of these names has a capital letter. Discuss proper nouns including Olympic Games.

Introducing the book

Give each student a copy of *The Marathon Man* and have them read the title. Ask the students to read the preface on page 4. Say: *The preface gives you some background information that will help you make sense of this story.* Support students by referring them to the map on page 5. Point out the names of the towns on the map and ask: *Can you see the route that the marathon man ran?* Say: *As you read, keep thinking about how the map shows the great distance the marathon man had to run.*

During reading

Ask each student to read the text independently. Monitor students as they read and support them as needed. If necessary, ask them to stop reading and remind them to use the reading strategy you are focused on. For example, are the students able to make inferences?

After reading

Talking about the book

Ask the students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text in the book.

Why did Phillip go on his first long run? (Literal)

Why did the Greek army defeat the enemy, even though the other army had twice as many men? (Inferential)

Why is the marathon called a marathon? Is there another meaning of the word marathon? What is it? (Synthesising)

On page 4, the author writes: This is the story of what may have happened... Why would the author say this? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Ask: *What strategies did you use? Can you find a place where you did some problem solving?*

Returning to the book

Provide multiple opportunities for the students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Students could work in a small group and choose parts. They could then perform the book as a readers' theatre.

Word work

Phonics

Write and the word *swiftly*. Underline *swift*. Ask: *What letters are at the end of this word?* Have students find other words in the book that have the suffix "ly" (*fiercely, finally*).

Exploring words

Working in small groups, students could use the word list to make a memory game. They write a word on one card and a corresponding picture, definition or memory jogger on another card and then use the cards to play memory.

Writing

★ Ask: *Who is telling the story?* Discuss how the story would sound if Phillip was telling the story. Model writing the first part of the story. (E.g. *I was at my father's house when a messenger delivered the news that enemy ships were off the coast of Marathon.*)

Have the students choose a part of the story and write about it as if the Marathon man was telling the story.

Sharing and presenting

Students could sit with a partner and take turns to talk about their retellings.

Talk about the pair

Ask: *Who was the original marathon man? Why did he run so far without stopping? How has the marathon changed since this first marathon? What is the modern version of a marathon?*

Can children run marathons? How are the rules for junior marathons different to the rules for adult marathons?

In small groups, students could create a concept map showing all the things they know about marathons.



Blackline master

Make a book of running tips

Use the pictures below as prompts and write a series of running tips on the back of them. Cut out the boxes and staple them together to make a book.

Hint: Use the blank box to make a cover for your book.



Assessment

Can the student use knowledge from the text in his/her writing?

Can the student use his/her own knowledge to add extra information?

Activity card

Marathon game



You will need: one counter for each player and a die.

Start at Marathon. Take turns to roll the die. Move forward the amount shown on the die. The first “runner” to reach Athens is the winner. But be careful – a marathon isn’t all smooth running!

1 MARATHON	2	3 You trip on a rock. Go back 1.	4
8 Your shoes are rubbing. Go back 3.	7	6 You drink lots of water. Go ahead 4.	5
9 You are almost half-way. Keep it up! Go ahead 2.	10	11	12 You slow to a walk. Go back 3.
16	15 You forget to drink water. Go back 4.	14	13 You get to a steep hill. Go back 3.
17	18	19 You can see Athens now. Keep going.	20 ATHENS YOU WIN!

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