

Lesson Plans

Advanced Fluent
reading stage

Level Q



What Makes a Champion? outlines the lives of four elite sportspeople. It shows how they overcame hurdles to become great champions.

Running words: 2710

Text type: Biographies



Jake has the potential to be a champion swimmer. He trains hard, but a camping trip threatens to undo all his hard work.

Running words: 2571

Text type: Narrative

Content vocabulary

agile ambitious athleticism champion
coordinated determination disability
discrimination flair mentors
motivational persistence pioneer prodigy
professional psychological resilience
role model sacrifice self-motivation
technique tournament

Literary language

Nouns (abstract): attention champion
decision memories mood pain potential
pressure relief silence

Figurative language: bursting with
excitement flew across the ground in a flash
in a heartbeat like a cold, wet cloud like a fish
mind raced

Verbs: cheering discussed drifted promised
rushed sighed struggled

Reading strategies

What Makes a Champion?

- Comparing and contrasting the information in each chapter

Swim Like a Fish

- Describing how and why characters changed from the beginning of the story to the end

Curriculum links

What Makes a Champion?

- Health and Physical Education: Games and sport
- Health and Physical Education: Mental health and well being

Swim Like a Fish

- Health and Physical Education: Games and sport
- English: Literature

Lesson Plan What Makes a Champion?



Key concepts

- **Champion sportspeople have certain qualities that enable them to be the best.**
- **Some sportspeople face hurdles that they must overcome to become a champion**

Before reading

Exploring vocabulary

Give each student a copy of *What Makes a Champion?* Say: *This book is about being a sporting champion. What words would you use to describe a champion?* Have students discuss this question with a partner. Invite students to share their thoughts with the group.

★ Create a semantic word web related to the key word *champion*. Write the word *champion* in the middle of a large chart and use student input to add related words and concepts.

Establishing the strategy focus

Say: *This is a factual book about the lives of four sporting champions. Each sporting hero has had a unique career, but there are certain things they all have in common. As you read the text, look for similarities and differences between the four sportspeople.*

During reading

Reading with teacher support

Have students read through the table of contents. Have them turn to their partner and discuss what they know about the athletes in the book.

Read the introduction aloud. Ask: *What do you expect to learn about each person?*

Have students read Chapter 1 independently. Discuss the hurdles that Bethany had to overcome and how she did this. Ask: *How did the shark attack impact on Bethany? How did she overcome this tragedy? What personal qualities helped Bethany achieve her goals?*

Check for understanding

Have students supply evidence from the text. For example, ask: *What did Bethany do to show you that she was brave/determined/skilled?*

★ Support students with understanding the meaning of abstract nouns such as *determination*, *perseverance* etc.

★ These activities are also suitable for English Language Learners (ELL).

Working with a partner

Have students read Chapter 2. Say: *As you read, write down the qualities that Pelé had.* After reading, have students compare their notes with a partner. Ask: *How are the qualities you noted similar to what your partner wrote?*

Have partners discuss: *What hurdles did Pelé overcome to become a champion? How did he do this?*

Have students repeat this process with Chapters 3 and 4. Monitor and support students where appropriate.

Quick write

Say: *Think about each sportsperson. How are they similar? How are they different?* Discuss students' ideas. Introduce Graphic Organiser 1: Compare the champion. Say: *Think about the unique lives of each champion. Write these facts in the first column. In the second column, write about the things that the four sportspeople have in common.*

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *What makes these sportspeople inspirational role models? Are all champions role models?* (Inferential)

Can anyone become a champion? Explain your thoughts. (Synthesising)
Why do you think the author chose to include these four champions in the book? What is your opinion on these selections? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Revisit the semantic word web created before reading. Ask: *Are there other words you would now like to add?* Add or delete words, as appropriate.

Strategy reflection

Reflect on how comparing and contrasting information helps readers understand a topic. Ask: *What did you learn about champion sportspeople? How did comparing the athletes help you to understand what makes a champion?*

Lesson Plan Swim Like a Fish



Key concepts

- Characters can change, and these changes can be seen through their actions and dialogue.
- Sometimes a negative event can have a positive outcome for a character.

Before reading

Exploring vocabulary

Give each student a copy of *Swim Like a Fish*. Say: *This book is about a boy who wants to be a swimming champion. The title uses figurative language. It is a simile that compares one thing to another.*

★ Explain other figurative language used in the text such as *like a cold, wet cloud* (page 15).

Establishing the strategy focus

Say: *In a narrative, the characters can change throughout the story. As you read *Swim Like a Fish*, you will see change in two of the main characters – Jake and his dad. Things that the characters say and do can help you to notice these changes.*

During reading

Reading with teacher support

Have students read Chapter 1. Ask: *How would you describe Jake?* Have students write down their thoughts on Jake and then discuss their ideas.

Refer students to the illustration on page 7. Say: *Look at the body language of Jake and his dad. What does it tell you about them?* Have students read Chapters 2 and 3 independently. Monitor and support them where appropriate.

Check for understanding

Say: *Now that you know more about Jake, what can you say about his personality?* Draw out that Jake works hard, is determined and enjoys making people proud, but he also worries and feels pressure.

★ Encourage students to give evidence from the text to support their ideas about Jake.

Working with a partner

Have students revisit their notes about Jake and add to them. Ask students to share their notes with a partner. Have students talk with their partner about what they predict will happen on the camping trip.

Reading with teacher support

Have students read Chapter 4. Ask: *Do you think Jake should go camping with Mason?* Have students justify their opinions. Discuss: *How were the actions of Jake's dad different on pages 18 and 19, compared to page 7? Why has he changed?* Students read Chapters 5 and 6 independently. Monitor and support them where appropriate.

Check for understanding

Ask: *Why did Jake hide his injury?* Have students compare what happened on page 7 with pages 30 and 31. Ask: *How has Jake's dad changed? Why do you think he's changed?*

Working with a partner

Have pairs discuss: *How did Jake and his dad change? What events made them change?*

Have students use the notes they made about Jake to complete Graphic Organiser 2: Character changes.

After reading

Talking about the book

Have students talk about the whole text. Use a range of questions to promote discussion and higher-level thinking. *How did the pressure Jake felt about swimming make him act?* (Inferential)

Do you think Jake has what it takes to become a swimming champion? Why? (Synthesising)

What message did you get from this story? (Critical)

Invite students to ask their own questions.

Vocabulary reflection

★ Have students find two examples of figurative language in the text and discuss them with a partner.

Strategy reflection

Ask: *What events in the story made the characters change? Did the characters change in a positive way?* Have students use evidence from the text to support their opinions.

Synthesising: Talk about the pair

Have students think about the positive and negative aspects of being a champion sportsperson. Ask: *Would you like to be a champion sportsperson? What would be good about it? What would be bad about it?* Discuss students' ideas. Discuss: *What would be interesting about being a champion sportsperson?*

Have students complete a PMI (Plus, Minus, Interesting) chart about being a champion sportsperson. Students then share their PMI charts in small groups, taking turns to talk through their ideas.

Name: _____

Being a champion sportsperson

Plus	Minus	Interesting

Assessment

Can students use information they have gathered to form their own opinions about a topic?

Graphic Organiser 1: Compare the champion

Name: _____

Champion	Things that are unique to each champion	Things that all four champions share
Bethany Hamilton		
Pelé		
Evonne Goolagong Cawley		
Dylan Alcott		

Graphic Organiser 2: Character changes

Name: _____

	How did the character change?	Why did the character change?
Jake	<i>At the beginning of the story, Jake was ...</i>	
	<i>By the end of the story, Jake was ...</i>	
Jake's dad	<i>At the beginning of the story, Jake's dad was ...</i>	
	<i>By the end of the story, Jake's dad was ...</i>	

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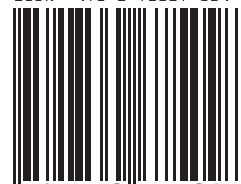
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