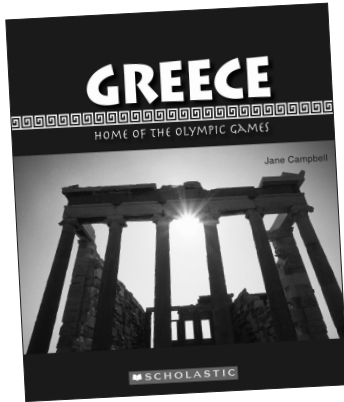


GREECE HOME OF THE OLYMPIC GAMES

Written by Jane Campbell



TEXT TYPE: Non-fiction: Description—Report
GUIDED READING LEVEL: R

SUMMARY: A brief history of Greece is followed by a description of the various gods and goddesses of ancient Greece. The second half of the report explains the history of the Olympic Games from ancient times to modern day.

Note: You may want to focus only on a spread or a specific feature of the text rather than covering this non-fiction text in its entirety.

TEXT FEATURES

- glossary
- index
- text boxes
- headings

VISUAL LITERACY

- table of contents
- photographs
- illustrations
- maps

TEXT SUPPORTS

- glossary
- bolded print
- captions

POSSIBLE TEXT CHALLENGES

- lack of familiarity with Greek gods
- specialized vocabulary, e.g., names of Greek gods, place names
- some difficult vocabulary ('charioteers,' 'mythology,' 'sanctuary')

FOCUS COMPREHENSION STRATEGY

- synthesizing

FURTHER COMPREHENSION STRATEGIES

- making connections: text to world
- evaluating

ORAL LANGUAGE OPPORTUNITIES

- Think/Timed-Pair-Share strategy
- Think-Pair-Square strategy
- Place Mat strategy
- create a speech about the Olympics (option 3 in Focused Rereading)

WORKING WITH WORDS

- language predictability: fluently integrates meaning, grammar, and visual-sound cues
- word solving and building: generalizes knowledge strategically
- word solving and building: solves words through knowledge of regular and most irregular plurals

ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- recognize important information
- identify main ideas in non-fiction reading
- add new insight to facts presented
- integrate meaning, grammar, and visual cues to solve words

ASSESSMENT TOOLS

Select from the following:

- Synthesizing Strategy Checklist
- Comprehension Strategies Anecdotal Record

First Session (pages 2–11)

BEFORE READING

Making Connections: Text to World

Evaluating

Text Features

Language Predictability

Word Solving and Building

Activate and build prior knowledge

- Display the front and back cover; read the title and the blurb on the back. Using the world map on page 2, ask students to share what they know about Greece and the Olympic Games.
- Have students turn to the Contents page. Say, *Today you will be reading to page 11. On your own, read the first four headings in the table of contents. Think about which heading you find most interesting and why?* Use a Think-Pair-Square activity. One student explains which section they find most intriguing and why, the next student must paraphrase what that student said, then the second student shares, and the third student has to paraphrase the second student and share their own idea, and so on.

Introduce supports and challenges

- Engage students in a brief book walk, pointing out the various headings, photographs, captions, illustrations, and finally the glossary and index. Have students turn to page 5 and point out the bolded word ‘**fortress.**’ Ask: *Why did the author highlight this word? Model using the glossary to find out about the word ‘fortress.’* Encourage students to make use of the glossary when reading in order to help them better understand the text.
- Explain that this text contains many names from the Greek culture which can be difficult to read. Give some examples, such as ‘Poseidon,’ ‘Artemis,’ and ‘Aphrodite’ in the text box on page 8. Ask, *How would you go about reading these words? What strategies would you use?* With students’ participation, integrate meaning, grammar, and visual-sound cues in order to solve the word. Ask, *How do you know that these words are proper nouns—in this case, names of Greek gods and goddesses? How does knowing that they are names help understand the word? What do you do when you’re reading on your own and you come to new words that are difficult to sound out?* Have students understand that they should use visual-sound cues to help them sound out the word when they are reading. If they are unsure of the pronunciation, they should use grammar cues to help them with the meaning, i.e., knowing that the word is a proper noun is more important than being able to pronounce the word correctly because we can still make out the meaning of the sentence.
- On chart paper, copy out some of the following words from the text: ‘mountainous,’ ‘largest,’ ‘famous,’ ‘approximately,’ ‘government,’ ‘leaders,’ ‘education,’ ‘powerful,’ ‘glorious,’ ‘ruler,’ ‘protector,’ ‘competition,’ ‘peaceful,’ and ‘mythical.’ Ask: *What do these words have*

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in common? How does thinking of the root word and the suffix help you read unfamiliar words? Remind students to use the strategy of finding the root word in order to make sense of more complex words.

Set a purpose for reading

- Tell students to read up to page 11. Explain that they will be reading the first four sections of the text. Write the headings on chart paper: ‘Greece, the Hellenic Republic,’ ‘Ancient Greece,’ ‘Gods and Goddesses of Ancient Greece,’ and ‘Ancient Greek Festivals of Games.’ Say: *After you read each section think carefully about the main idea that the author is trying to get across.*

Provide for early finishers

- Have students get four sticky notes and jot down the main idea for each of the four sections charted.

DURING READING

Monitor reading

- Students read the text independently to the end of page 11.
- When you notice a student has finished one of the sections, provide a comprehension prompt that reminds them of the purpose and highlights the focus strategy (synthesizing), e.g., *What is the most important point the author is trying to make? Point out a small detail in the text and ask: Is this a key point or an extra detail? Ask: Did the heading help you determine the main idea? Why or why not?*
- Give feedback to the student on successes and an area that may need attention.

Observe

- Make observations on your assessment tools. (See the Synthesizing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)
- Note any successful reading strategies you observe, e.g., students reading the captions and students rereading for understanding.

AFTER READING

Revisit the purpose for reading

- Give time for students to write the four main ideas on their sticky notes. Use a Think/Timed-Pair-Share activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*). Have students think

Synthesizing

about the first section, then engage in dialogue with their partner about the main idea. Each pair must work together to determine the main idea of the section. Follow this process for the remaining three sections. Have pairs share their main ideas with the larger group.

ESL NOTE: Instead of providing one main idea for the entire chapter, it may be easier for students to write one idea about a small portion of the reading, e.g., they could write one idea about one of the Greek gods.

Check on outstanding challenges

- Discuss the different suggestions given for the main ideas. Have students explain their thinking.
- Review and discuss any challenges students experienced. Ask students if they understand the connection between the word ‘Hellenic’ and the Greek word, ‘Hellas.’

Note successful strategy use

- Point out positive reading strategies you observed during the reading. For example, you might say, *After Nathan read the section ‘Gods and Goddesses of Ancient Greece,’ I noticed how he looked back to the heading to help him determine the main idea.* Allow other students to explain how they determined the main idea. Commend students for choosing strategies they felt comfortable with and that worked for them.

Second Session (pages 12–24)

Making Connections: Text to World

Word Solving and Building

BEFORE READING

Activate and build prior knowledge

- In groups of four have students brainstorm what they think they know about the Olympics using a Place Mat activity (see Oral Language Strategies in the *Grade 5 Literacy Support Guide*). After writing their own ideas about the Olympics, students will talk together and reach consensus on the most important points. These points can be put in the centre of the place mat.

Introduce supports and challenges

- On chart paper, copy out some of the following words from the text: ‘campsites,’ ‘athletes,’ ‘events,’ ‘games,’ ‘stars,’ ‘ceremonies,’ ‘speeches,’ ‘banquets,’ ‘women,’ ‘Oxen,’ ‘goddesses,’ ‘leaves,’ ‘beliefs,’ ‘people,’ ‘countries,’ ‘disabilities,’ and ‘cities.’ Ask: *What do these words have in common?* In pairs, ask students to figure out the singular form of these plurals. Explain how knowing about regular and irregular plurals helps to construct meaning.

Synthesizing

Set a purpose for reading

- Explain to students that synthesizing is determining the important ideas, but also being able to think about information and create new insights. Say: *When you're reading today, think about how the information in the text influences your own thoughts about the subject.* On chart paper, give an example of a two-column note format that they can use to record their ideas from the text. Label the columns 'Facts From the Book' and 'My Own Responses.' Begin with a fact from the first section of the text (page 11, last paragraph): 'Sport was one way for the Greek people to honour their gods.' Beside the quote have students compose their own personal response, e.g., *This makes me think that the gods are very important to the Greek people. I wonder how else they honour their gods? Sport was obviously very important to the Greek people.*

Provide for early finishers

- Have quotes from the text written on the chart paper in the first column. Have students write their responses to these quotes on sticky notes and place them in column two. To help formulate their responses, students could begin with, 'This makes me think...' Here are some quotes you might use: 'Winning had become more important than honouring the gods.' (page 18); 'Each Olympic Games is held in a different city.' (page 20); 'The Paralympic Games, for athletes with physical disabilities, were introduced in 1960.' (page 21); 'Qualities such as good sportsmanship, honesty, and personal excellence are encouraged.' (page 23)

DURING READING

Monitor reading

- Have different students read portions of the text to you and provide them with appropriate comprehension prompts, e.g., *Do you have any personal thoughts about the message the author is sending? What is your opinion of this?*
- Provide support to students in word solving and vocabulary. Are students becoming more comfortable with how root words work? Are they integrating meaning, grammar, and visual-sound cues to solve new or difficult words?

ESL NOTE: Provide support to students in word solving and vocabulary.

- Write down the words that a student is having some difficulty with on a sticky note and ask him/her to practise them with another student.
- Assign pronunciation monitors to help students with difficult words.

Synthesizing

Observe

- Make observations on your assessment tools. (See the Synthesizing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 5 Literacy Support Guide*.)

AFTER READING

Revisit the purpose for reading

- Provide time for students to write their personal responses to the quotes on sticky notes. Engage students in a group discussion about synthesizing and coming up with new insights. For example, you might say: *I learned that each Olympic Games is held in a different city. Now I understand that the Olympics is really about involving different countries and understanding different cultures.*

Check on outstanding challenges

- Discuss any challenges students might have had in coming up with their personal responses. Did students have difficulties in grasping the idea of spirited international learning as a main purpose of the games rather than competition alone?

Note successful strategy use

- Ask students to describe strategies they used to determine their personal responses to the text. Begin by giving an example: *On page 21, when Jasmine was reading about the Paralympic Games, she was making connections to students in our school who have physical challenges. It made her think that it was a wonderful idea to have Olympic Games for all types of people so that we can learn from each other.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 5 Literacy Support Guide*.

Synthesizing

Written

- Have students use the *Greece Idea Web* BLM to show the connections and relationships among ideas within the text. Begin with the word 'Greece' in the centre oval.

Analyzing

Artistic

- Students choose one of the Greek gods or goddesses mentioned in the book. Have students design a flag that represents the god or goddess. On the flag students can draw symbols or pictures and write words that represent their chosen god or goddess. Students may also want to do some research on the Internet to gather more information to help them design their flag.

Synthesizing and Inferring

Oral/dramatic

- Tell students that they are Baron Pierre de Coubertin, the force behind the revival of the Olympics. Have students create a speech about the value of the Olympic Games in order to persuade the world leaders (their classmates) to bring back the Olympic Games. Have students present their speeches to their classmates.

Greece Idea Web

Name: _____

Write your topic 'Greece' in the centre oval. Use the smaller ovals to show connections to other ideas from the text. Use as many or as few ovals as you need. Add more ovals as needed.

