



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 153

Book Summary

Summer Olympics Events is an informational book that describes some of the sports in which athletes compete during the Summer Olympic Games. Readers will learn about different types of water sports, gymnastics, and track-and-field events. Photographs help students make text-to-picture connections.

Book and lesson also available at Levels K and Q.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand new information in a nonfiction text
- Classify information
- Manipulate medial sounds
- Identify open vowel y
- Identify and create plural nouns
- Understand and identify number words

Materials

Green text indicates resources are available on the website

- Book—*Summer Olympics Events* (copy for each student)
- Chalkboard or dry-erase board
- [Classify information, plural nouns, number words worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *are*, *can*, *from*, *have*, *one*, *use*
- Content words:

Story critical: *compete* (v.), *diving* (n.), *events* (n.), *gymnasts* (n.), *sports* (n.), *stroke* (v.)

Before Reading

Build Background

- Ask students if they have ever competed in a contest of any sort. Explain that competitions usually involve sports, music, art, or other special areas of talent.
- Involve students in a discussion of sports they have played or seen on TV. Create a chart on the board with the sports that students suggest. Ask for a show of hands of those who have participated in each one listed. Make tally marks under each heading and show students how to count the totals. Determine the most popular sport.

- Refer to the sports listed on the chart and ask students why they think so many different sports exist. Ask if they have ever heard of the Olympics or seen them on TV. Ask students to tell about sports that are played during the Olympic Games. Circle any that are the same as those they suggested for the chart.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of what the book is about. Ask them what they expect to read about in the book based on the table of contents. (Accept any answers they can justify.)

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that they are more likely to understand what they are reading if they already know something about the topic. Explain to students that as they read, they should think about their experience with the topic to make connections to the new information in the book.
- Model how to connect to prior knowledge.
Think-aloud: When I look at the titles of each section in the table of contents, I try to think about what I know about these sports. I think the section titled "Water Sports" might be about swimming, and I LOVE to swim! I'll have to read the book to find out what kind of swimming is done in the Olympic Games. (Tailor comments to personal situation.)
- Show students the title page, glossary, and index. Explain the purpose of an index. For example, say: *If I want to find out about diving, I can look in the index to see on which page it is discussed. When I turn to this page, I see that I can read about diving.*
- Show students the charts on pages 4 and 15. Help them pronounce the names of the cities on the chart on page 4 and the sports listed in the chart on page 15.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Classify information**

- Explain to students that authors often arrange information in nonfiction books in groups, or categories. Each category is usually discussed in a chapter of its own. Explain that placing things in a group, or category, is called *classifying*.
- Explain to students that when reading a book that discusses different information related to a main idea, it is helpful to think about each category of information and to keep track of the different classifications as they read.
- **Introduce and model the skill:** Provide a simple model of classifying information. Draw a sample three-column chart on the board. Write the following labels above each column: *Breakfast, Lunch, Dinner*.
- **Think-aloud:** *The groups I will use to classify a list of information are the headings on the chart. I am going to classify types of food and write them under the label that tells when each food is usually eaten. I will write cereal in the Breakfast column, sandwich in the Lunch column, and steak in the Dinner column.*
- Have students offer names of foods they enjoy eating. As a group, add the items under the heading when they are typically eaten. You may also lead students to understand that some items can be classified in more than one category.

Introduce the Vocabulary

- Write the following story-critical words from the content vocabulary on the board: *compete*, *gymnasts*, and *events*.
- Point out that these three words can be found in the text and that knowing what they mean will help students understand what's happening as they read the book. Give groups of students three pieces of blank paper and have them write one of the three vocabulary words on each page. For each word, have them write or draw what they know about the word. Create a definition for each word using students' prior knowledge.
- Point out the glossary at the back of the book. Review or explain that a glossary and a dictionary contain lists of words and their definitions.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *compete* in the dictionary. Invite a volunteer to read the definition for *compete*. Have students compare the dictionary definition with the glossary definition, pointing out the similarities and differences (glossaries only contain definitions for vocabulary words in that particular story, dictionaries contain longer and sometimes multiple definitions, and so on). Have them compare these with their prior knowledge of the word.
- Have students follow along on page 13 as you read the sentence in which the word *compete* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.


Set the Purpose

- Have students use what they know about sports and the Olympics as they read the book. Remind them to classify the events as they read to help them better understand and keep track of the information.

During Reading

Student Reading

- **Guide the reading:** Give students their book and have them put a finger on the bottom of page 8. Have them read to the end of this page. Have students reread the pages if they finish before everyone else.
- When they have finished reading, ask students what words challenged them. Then ask what things they already knew about the Olympics and what new things they learned.
- Model using prior knowledge to make a connection.
Think-aloud: *When I looked at the picture of the diver on page 8, I remembered the first time I jumped off a diving board. I felt as if I was SO far up in the air. I was really scared, but my mom was waiting for me, so I just held my breath and jumped. It was fun! And I wasn't scared anymore! My experience with the diving board helps me understand a little bit how Olympic divers might feel just before diving.* (Tailor comments to fit personal situation.)
- As students read, have them think about any experience they have with the subject. Remind them also to think about the ways the events might be classified or grouped. For instance, point out that some events take place in water and others take place on land. Some involve running, and others involve throwing things.
- **Check for understanding:** Have students share some of the things they thought about as they read the information on the pages so far. Select volunteers to share connections they made from prior knowledge to the text. Ask other students to explain the way they categorized or classified the information they read.
- Have students read the remainder of the book. Encourage them to connect new information to their prior knowledge as they read. Remind them to also think of the different categories of events mentioned. Explain that noting the way in which the information is classified will help them to remember and better understand what they read.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Ask students to share any examples of how connecting with their prior knowledge helped them. Reinforce how thinking about what they already know about the topic of the book helps them understand and remember what they read and keeps them actively engaged in the text.
- **Think-aloud:** *When I came to page 7 and saw the picture of the different swimming strokes, it reminded me of when I used to spend summers with my cousins. One of our favorite things to do was to go to the community swimming pool and race. I found that my fastest stroke was the backstroke. Thinking about this while I read made that section quite easy for me. I could concentrate on reading about things I did not know about the Olympics.*
- **Check for understanding:** Invite students to share connections they made with the section on swimming or any other section of the book.

Reflect on the Comprehension Skill

- **Discussion:** Ask students to recall the different sports in which Olympic athletes compete. Direct their attention to page 6. Write *Water Sports* on the board. Ask students to name the events in the book that are considered water sports. Ask if they can think of any other sport—Olympic or otherwise—that is done in water (sailing, canoeing, skiing, surfing). Explain to students that all of these sports belong to the group *Water Sports*.
- **Check for understanding:** Direct students to the caption on page 9 and read the sentence with them. Ask them to tell the names of the sports. Ask them to tell where these sports take place (on a track and on a field). Write *Track-and-Field Sports* on the board. Ask students if they can think of any other sport—Olympic or otherwise—that takes place on the track or field (racewalk, hurdles).
- **Independent practice:** Introduce, explain, and have students complete the [classify information worksheet](#). If time allows, discuss their answers.
- **Enduring understanding:** In this book, you read about some of the different events that take place at the Olympics. You learned that the top athletes from around the world meet to compete to see who is fastest, most precise, and the best at their sport. The chance to compete at the Olympics is a great honor. Is there something you are especially good at doing? Is it an activity in which you compete against someone else, or is it something you do only for your own enjoyment? Do you think competing or not competing changes people's motivation in an activity they love?

Build Skills

Phonological Awareness: **Manipulate medial sounds**

- Say the word *dive* and have students identify the vowel sound they hear. Ask what the word would be if the long /i/ sound were changed to long /a/ sound (*Dave*).
- Say the word *track* and have students identify the vowel sound. Ask students what the word would be if the short vowel /a/ sound in *track* were changed to the short vowel /i/ sound (*trick*). Then ask what the word would be if the short vowel /i/ sound in *trick* were changed to the short vowel /e/ sound (*trek*). Finally, ask students what the word would be if the short vowel /e/ sound in *trek* were changed to the short vowel /u/ sound (*truck*).

Lesson Plan *(continued)*

Summer Olympics Events

- **Check for understanding:** Have students change the medial sound in the following words: *float*, change /o/ to long /i/ (*flight*); *swim*, change /i/ to short /a/ (*swam*); *stroke*, change /o/ to long /i/ (*strike*); *leap*, change /e/ sound to short /a/ (*lap*).

Phonics: Open vowel y

- Review with students the letters that are vowels (a, e, i, o, u, and sometimes y) and the letters that are consonants (all of the other letters in the alphabet). Point out that y is the only letter in the alphabet that can be either a consonant or a vowel, depending on its use in a word. Discuss that all words need at least one vowel sound.
- Write the word *happy* on the board. Ask them what sound they hear at the end of the word (long vowel /e/ sound). Circle the letter y at the end of the word. Explain that sometimes the letter y at the end of a word makes the long vowel /e/ sound.
- Ask students to find a word on page 6 ending in y that makes the long vowel /e/ sound (*many*). Ask students to find the word *by* on page 10. Ask students what is the same about the two words *many* and *by* (both end in the letter y) and what is different (ending sound is different).
- Discuss with students that the ending sound in *many* is a long vowel /e/ sound and the ending sound in *by* is a long vowel /i/ sound. Point out that although the words end with the same letter, the letter y can make two different vowel sounds at the end of a word.
- **Check for understanding:** Write the following words on the board: *spy*, *cry*, *lady*, *cozy*, *July*, *every*, *reply*, and *crazy*. Read each word aloud to the class. Have volunteers come to the board and circle the word if the open vowel y makes the long vowel /i/ sound and underline it if it makes the long vowel /e/ sound.

Grammar and Mechanics: Plural nouns

- Show students one item, such as a book. Ask them to tell how many items there are and to name it (*book*). Show students two books. Ask them to tell what you are holding (*books*). Write the words *book* and *books* on the board. Explain that *nouns* can tell the name of one thing (circle the word *book*) or the name of more than one thing (circle the word *books*). Ask students to tell how the words are different (an -s has been added to show more than one).
- Direct students to the front cover of the book. Point to the word *Games* and ask them to say the word. Write the word *Games* on the board and explain that the word begins with a capital letter because it is referring to a certain group of games. Ask students to tell what to do to make the word refer to only one game. Write the word *game* on the board and circle it. Ask students to tell the person sitting next to them how they know the circled word means one game.
- Show students your watch (if you are wearing one). Ask them to tell how many and what it is that you are wearing (*watch*). Show students two watches (a picture or a student's watch will suffice). Ask students to name the two objects (*watches*). Write the words *watch* and *watches* on the board. Underline the *ch* in the word *watch*. Explain that when a word ends in *s*, *ss*, *sh*, *ch*, *x*, or *z*, the letters *es* are added to show more than one.
- Write the following words on the board:
mess *goat* *dish* *box* *whiz* *race* *patch*
 Ask students what to add to each word to make it show more than one. Make the changes on the board.



- **Check for understanding:** Have students go through the book, underlining the nouns that would be made plural adding -s (words include: *athletes*, *racers*, *sports*, *games*, *swimmers*, *strokes*, *events*, *divers*, *gymnasts*, *rings*, *circles*) and circling the nouns made plural by adding -es (*dashes*).
- **Independent practice:** Introduce, explain, and have students complete the [plural nouns worksheet](#). If time allows, discuss their answers.

Word Work: Number words

- Explain that when reading aloud, readers will sometimes encounter different symbols, numbers, and abbreviations within the text. Good readers read these parts of the text fluently, just as they read the words.
- Have students turn to page 4. Ask them to find the number in the text (*four*). Review or explain that this is called a *cardinal number* and that cardinal numbers are used to describe an amount. Point out that a cardinal number is read in the same manner as the written word for the number. Explain that sometimes they will find numbers spelled out, such as *four*. At other times, they will find numbers written with numerals instead of letters, such as *4*.
- Have students turn to page 6. Ask a volunteer to find the cardinal number on the page (*one*).
- **Check for understanding:** Write the following on the board: *two, 5, 8, ten, and 6*. Ask volunteers to practice saying the correct cardinal number for each example given.
- **Independent practice:** Introduce, explain, and have students complete the [number words worksheet](#). If time allows discuss their answers.

Build Fluency
Independent Reading

- Invite students to read their book independently. Additionally, invite partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students practice classifying information as they read.

Extend the Reading
Informational Writing Connection

Have students research a sport from the Summer Olympics and write a paper detailing the history of the sports in relation to the Olympic Games. Their paper should include two main ideas, each with at least one supporting detail.

Visit [Writing A–Z](#) for a lesson and leveled materials on expository writing.

Social Studies/Math Connection

Have students use the sport they chose for the writing project and create a graph that displays the countries that participate in the sport in the Olympic Games. Have students decide what other information to present on the graph. Examples may include: winning countries by year, age of competitors, gender, and so on.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently connect new information to prior knowledge
- accurately classify information in nonfiction text orally and on a worksheet
- correctly manipulate medial sounds orally during discussion
- correctly identify open vowel y during discussion
- correctly identify and create plural nouns by adding -s and -es during class discussion and on a worksheet
- accurately recognize and use number words during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)