

Key Question

Why are the Olympic Games held?

Vocabulary

Academic vocabulary

- *allow (v.), compete (v.), organize (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

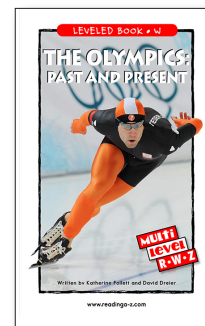
Story words

- *archaeologists (n.), athlete (n.), ceremonies (n.), competitors (n.), procession (n.), qualify (v.)*

Enrichment words

- *ancient (adj.), city-states (n.), controversies (n.), motto (n.), Nazis (n.), racist (adj.), sauna (n.), site (n.), steeplechase (n.), steroids (n.), terrorists (n.), truce (n.)*

Go to VocabularyA-Z.com for a pre-made vocabulary lesson for *The Olympics: Past and Present*.



Text features: Headings and table of contents

Explain that headings help readers locate certain information about a topic within the text. Have students look at the headings throughout the text. Ask them to locate which heading and section would give them information about the first Olympic Games. Ask: *In which section would you locate information about recent Olympic Games?* Discuss what clues they used to determine the correct heading and if any other information was useful, such as photographs, captions, and illustrations.

Ask and answer questions

Before reading, have small groups write one question they have about the book on a sticky note. Write the questions on the board for all the students to see. At the end of the reading, allow time for students to tell which of their questions were answered. Invite them to cite the evidence in the book that supports their answers.

Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What was the event at the first Olympic Games?* (level 1)
- *Why were the Olympic Games stopped by Theodosius?* (level 2)
- *Why was the International Olympic Committee formed ?* (level 2)
- *What did the new Olympic flag symbolize?* (level 3)
- *What role did women play in the Olympic Games?* (level 2)
- *In what ways did the Olympic Games change over time?* (level 3)

Graphic organizer: Compare and contrast

Review or discuss the concepts of *compare* and *contrast*. Introduce and explain the lesson [graphic organizer](#). Have students use the organizer to compare and contrast past and present-day Olympics.

Response to reading

Have students cite specific evidence from the book to answer the key question.

Name _____

Instructions: Compare and contrast past and present-day Olympics. Write details that tell how the topics are different in the outer circles. Write details that tell how the topics are alike where the circles overlap.

