Unit 1/Week 6

Title: The Olympic Games: Where Heroes Are Made

Suggested Time: 5 days (45 minutes per day) Longer if you do more of the suggested activities.

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.10; RF. 3.3, RF. 3.4; W3.1, W.3.2, W. 3.9; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

The Olympic Games, started long ago in Ancient Greece, continue to bring together athletes from around the world.

Synopsis

The Olympic Games have grown and changed since the first contests were held in Ancient Greece. However, one aspect of the games remains the same—their ability to inspire amazing performances from the world’s best athletes.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety

of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Why did Baron de Coubertin encourage the world to bring back the Olympic Games? (page134) | Baron de Coubertin thought the Olympic Games would make people healthier and stronger and help countries learn to live in peace. |
| When and where were the original Olympic games held? (page 134) How do we know? | The first Olympic Games took place in ancient Greece. They were held about every four years for more than one thousand years. The first written report of the Games was made in 776 B.C. |
| In what way is the Olympic Flag a symbol for what the Games are supposed to do for people all over the world? (What is true about the five colors on the Olympic flag? Why is it so important that the colors represent this? How does that represent the spirit of the Olympic Games?) (page 135) | At least one of the five colors, blue, black, red, yellow and green is on the flag of every country in the world. Since the Olympic Games represent the hope for countries to come together in peace and for health, it is good that the flag, as a symbol of the games, include everybody involved. It does this with the circles and the colors. |
| What happens first, second and last during the parade of nations? (Page 136).  | During the parade of nations the countries march into the stadium in alphabetical order except for the host country, which comes last. The athletes follow their country’s flag.  |
| How have the Olympics grown since the first modern Games in 1896? (page 136) | The number of athletes and countries has grown from 311 athletes in 13 countries to more than 10,000 athletes from 199 countries. The number of Olympic events has grown from fewer than 30 to 300. |
| How does the Olympic torch arrive at the Olympics? (page 137) | Four months before the start of the Olympics, a torch is lit at the ancient site of Olympia. It is carried by air, by sea, and on land, being handed from one person to another along the way, until it reaches the new site of the Olympics. |
| What oath do the Olympic athletes take? (page 137) | In the oath, the Olympic athletes promise to obey the rules for fair play.  |
| What details from Evelyn Ashford’s early track career help you know she was very fast? (page 139) | Evelyn Ashford was invited to join an all-boy high school track team and could beat most of her teammates; she was one of the first women to get an athletic scholarship to the University of California at Los Angeles. |
| How did Michael Johnson make running history twice? (page 140) | In 1996, Michael Johnson became the first man to win gold medals in both the 200-meter and 400-meter races. Then, when he won the 400-meter race at the 2000 Games, he became the first to win this race in two Olympics in a row. |
| What is a stroke in swimming? Explain how swimming strokes are connected to the changes in how swimming events in the first modern Games are very different from those of today. (page 141)  | In the first modern Games, a swimmer could use any stroke in a race, but now there are four strokes that swimmers use in different races. They are the crawl, or freestyle, the breaststroke, backstroke and butterfly. |
| What details does the author include to let readers know that Mark Spitz was a special swimmer even before he went to his first Olympics? (page 142) | The author says that mark Spitz set his first world record when he was 10 years old and set more world records as a teenager. |
| What did Lenny Krayzelburg accomplish at the 2000 Sydney games? (pages 143) | Lenny Krayzelburg won all of his backstroke events—the 100-meter, 200-meter and the backstroke part of a relay team at the 2000 Olympics. |
| What are some of the new sports that have been added to the Olympics over the years? (pages 144) | Water polo, soccer, volleyball, basketball, field hockey, baseball, and softball have all been added to the Olympic Games. |
| What happens to the Olympic flag at the closing ceremony? (page 146) | The Olympic flag is handed from the mayor of the host city to the mayor of the next host city. |
| What is the creed of the Olympic Games? (page 146) | The Olympic Creed says, “The most important thing in the Olympic Games is not to win but to take part…”  |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | Page 134—Ancient,Page 134 - chariot racesPage 135—StadiumPage 137—OathPage 141—Modern Page 143 – relayPage 143 – length (of the pool)Page 145—Windmill , “the game began to turn’, tie the game, walked two batters, popped a fly | Page 135 – officiallyPage 135—HostPage 137—TraditionPage 137—SolemnPage 139—Scholarship Page 142—Enrolled Page 142—RecordPage 145—Windmill Page 146—Creed  |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | Page 135—Compete Page 138—Sprints Page 141—Freestyle Page 145—Pitcher  | Page 135—CommitteePage 135—Events Page 137—Site Page 141—Stroke Page 143—Earned Page 146—Ceremonies |

Culminating Task

* Re-Read, Think, Discuss, Write

Explain some of the many ways the Olympic Games have changed from the ancient Greek games to the modern Olympic Games. Then explain the important ways they have stayed the same.

Answer: At first the Olympics included only track-and-field events; they now include many different types of events. Originally, men were only allowed to compete, since 1908 women have competed in ever-growing numbers. Many new sports have been added, including water polo, soccer, volleyball, basketball, field hockey, baseball and softball. There are also more team sports.

Additional Tasks

* The Olympic Creed says, “The most important thing in the Olympic Games is not to win but to take part…” Reread the section on Lenny Krayzelburg and describe how he prepared to be a winner at the Olympics.

Answer: As a child, Lenny Krayzelburg was selected for a special training program. When he was eight, he was swimming five hours a day, running and lifting weights. When he moved to a new country, he searched hard for a new place to swim. It was hard to get the training he needed, but he finally found the right coach who told him, “You can be the best in the world.”

* Have students create a timeline to help them better understand the sequence of events and the time spans described on pages 134-135.

Answer: In 776 B.C., the first Olympic Games were held. In A.D. 393, the ancient Games stopped. In 1896, the first modern Olympic Games were held. In 1908, women participate in the Olympics. In 1924, the first separate Olympic Winter Games were held. In 2000, the Sydney Games were held.

* “The Olympic Games: Where Heroes Are Made” is an informational reading. How do the headings and subheadings support the main idea of the text? How do the captions help the reader make meaning of the text?

Answer: The headings and the subheadings let the readers know what they are going to read next.

The captions are the explanatory comments that help the reader understand the picture or graphic image. The caption gives information about what is visually being represented.

* Have students select one of the athletes from the text. After researching the athlete, write an acceptance speech for the medal that they received for their event at the Olympics. The speech must include at least five new facts about their life.
* Write a paragraph that tells which Olympic event you think you would most enjoy watching. Use details from the text to support why you feel this way.

Teacher Notes

* The very beginning of this selection points out important features of informational text to the students (page 132). Go back and

point these out to students if you have not already done so. Explain the author puts those structures in to make it easier to keep

track of all the information, and tell them you expect them to notice and use text structures in the future.

* Rereading for Fluency—Choral Reading

Choose a passage from the selection, and read it aloud to students as they follow along in their books. Model appropriate pacing and expression. Then have students read aloud the same passage chorally with you. Point out to students how punctuation helps you with phrasing, such as pausing briefly for a comma.

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**“The Olympic Games: Where Heroes Are Made”**

1. Why did Baron de Coubertin encourage the world to bring back the Olympic Games? (Pg. 134)
2. When and where were the original Olympic games held? How do we know? (Pg. 134)
3. In what way is the Olympic Flag a symbol for what the Games are supposed to do for people all over the world? (Pg. 134)
4. What happens first, second and last during the parade of nations? (Pg. 136)
5. How have the Olympics grown since the first modern Games in 1896? (Pg. 136)
6. How does the Olympic torch arrive at the Olympics? (Pg. 137)
7. What oath do the Olympic athletes take? (Pg. 137)
8. What details from Evelyn Ashford’s early track career help you know she was very fast? (Pg. 139)
9. How did Michael Johnson make running history twice? (Pg. 140)
10. What is a stroke in swimming? Explain how swimming strokes are connected to the changes in how swimming events in the first modern Games are very different from those of today. (Pg. 141)
11. What details does the author include to let readers know that Mark Spitz was a special swimmer even before he went to his first Olympics? (Pg. 142)
12. What did Lenny Krayzelburg accomplish at the 2000 Sydney games? (Pg. 143)
13. What are some of the new sports that have been added to the Olympics over the years? (Pg. 144)
14. What happens to the Olympic flag at the closing ceremony? (Pg.146)
15. What is the creed of the Olympic Games? (Pg. 146)

Supports for English Language Learners (ELLs) to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.