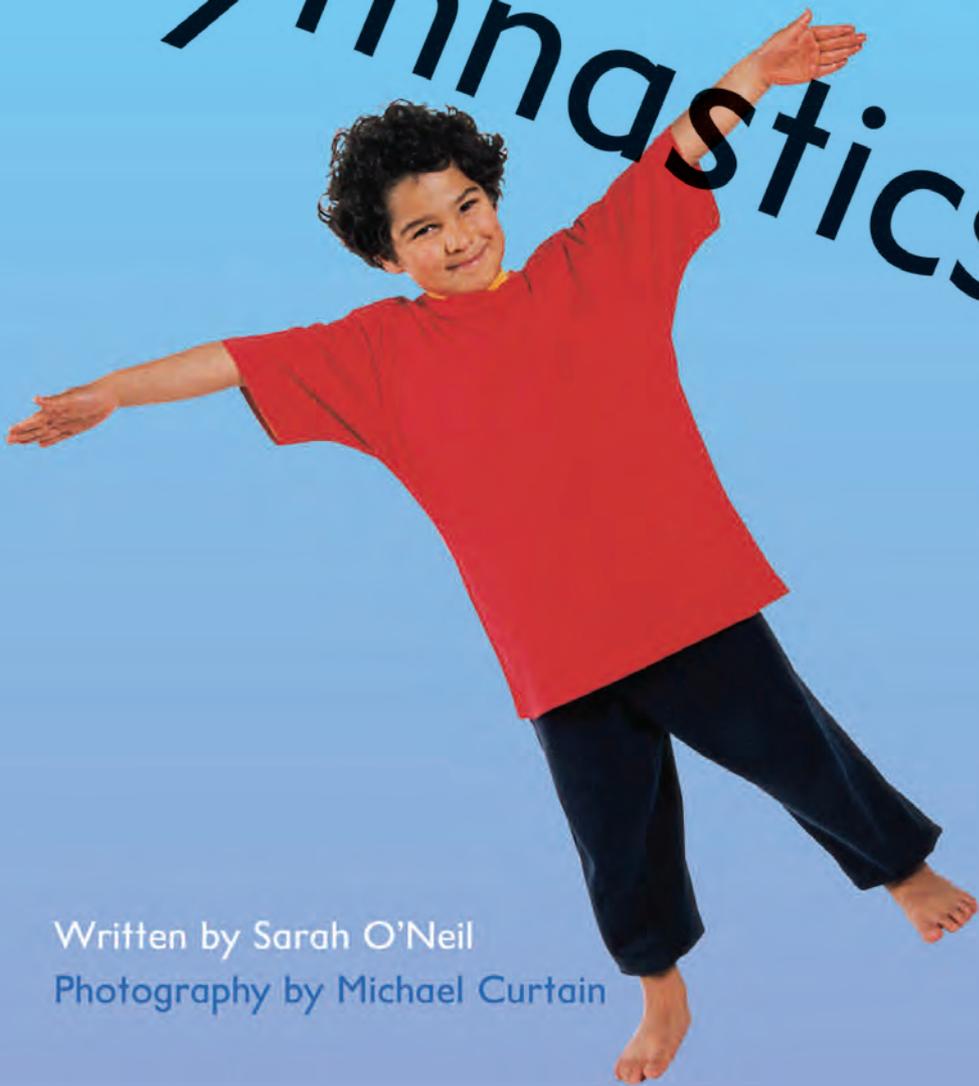


Teacher Edition



alphakids

# Gymnastics



Written by Sarah O'Neil  
Photography by Michael Curtain

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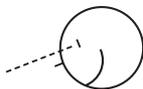
## How to use this book

### Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

### During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

### After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 16 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

## Text highlights

- The text has a 'compare and contrast' structure.
- Line breaks support phrasing.

## Vocabulary

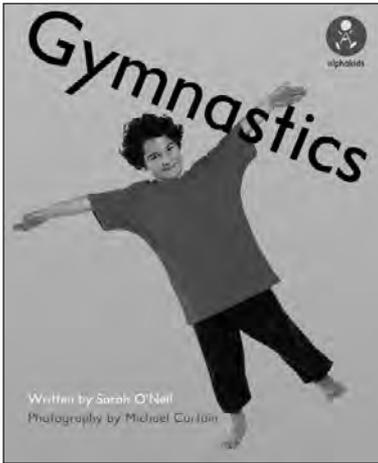
bedroom, climb, gym, gymnast, gymnastics, jump, ladder, playground, roll, swing, walk

## Setting the context

View a video of gymnasts competing, or talk about any gymnastics the children might do during physical education classes.

## Introducing the book

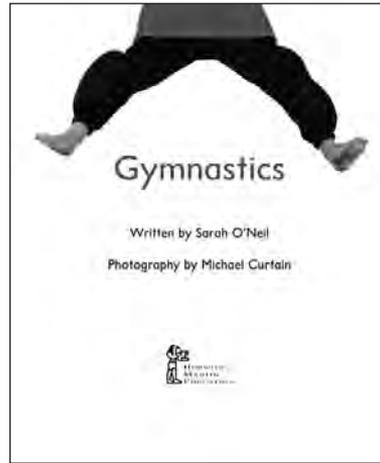
*This book is about a boy who is a gymnast. He does gymnastics every day. Sometimes he practises at the gym. At other times he practises wherever he is.*



### Front cover

Show the children the front cover and read the title.

*What sorts of things do you think the boy might do in this book? Do you think the information in this book will be true or fictional?*



### Title page

*This is called the title page.*

*Can you point to the title? The author's name? The photographer's name?*



## **Talkthrough**

*This boy is doing gymnastics on the climbing frame. Do you think he is enjoying it? How do you know?*



## **Observe and support**

Can the children use contextual information to understand the meaning of new vocabulary?

*How did you know that word was 'gymnast'? How did you know not to say 'gymnastics'? Did the pictures help you?*

*What is similar between the words 'gymnastics' and 'gymnast'? Can you see another smaller word in the word 'gymnastics'?*

I do gymnastics every day.

I am a gymnast.



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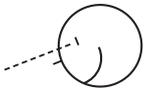


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## **Talkthrough**

*The boy is climbing a ladder now. Where is he climbing?  
What is similar about the two pictures? What is different?*



## **Observe and support**

Do the children use a range of information to solve problems?

*For example, before you read the word 'ladder' I noticed that you paused and looked at the picture and then back at the word. What things were you checking? How did you know that you read the right word?*

I climb up the ladder  
in the playground.



At the gym  
I climb up  
the ladder.

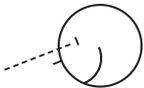


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## **Talkthrough**

*Now the boy is jumping. Where is he doing this? What is the equipment at the gym called?*



## **Observe and support**

Are the children able to recognise syllables within words?

*Clap your hands for each syllable in the word 'bedroom'.*

*How many syllables in this word?*

*Clap each time you hear a syllable in the word 'trampoline'.*

*How many syllables?*

*Clap your hands for each syllable in the word 'jump'. How*

*many syllables in 'jump'?*

I jump on my bed  
in my bedroom.



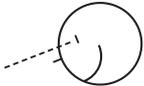
At the gym  
I jump on  
the trampoline.





## **Talkthrough**

*Look at the boy roll on the grass. What else can you see him rolling on?*



## **Observe and support**

Can the children recall and understand information they read in the text?

*Where does the boy practise his rolling? Where is the grass that he rolls on?*

*What other things has the boy practised? Does he always practise at the gym? Where are some other places that the boy practises?*

I roll on the grass  
in the garden.



At the gym  
I roll on the mat.

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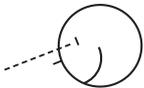


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## **Talkthrough**

*Now the boy is walking along something. What is he walking along?*



## **Observe and support**

Are the children able to identify and understand verbs?

*In this book the boy has been doing lots of things. Words that tell you what someone is doing are called verbs. What is the boy doing in these pages?*

*What are some doing words or verbs?*

I walk along the log fence  
at the park.



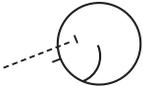
At the gym  
I walk along  
the beam.





## **Talkthrough**

*Look at the boy jumping. Where is the boy practising his jumping?*



## **Observe and support**

Are the children able to read the text fluently?

*I liked the way you read that. You paused between each sentence and read the words clearly and smoothly.*

I jump over my friend  
at school.



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At the gym  
I jump over  
the box.

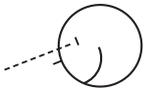


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## **Talkthrough**

*The boy is swinging now. What does he swing on?*



## **Observe and support**

Are the children able to recognise when a sentence doesn't make sense?

*I saw that you made a mistake and then read the sentence again. How did you know to do this?*

I swing on the bars  
at school.



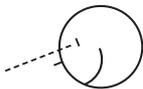
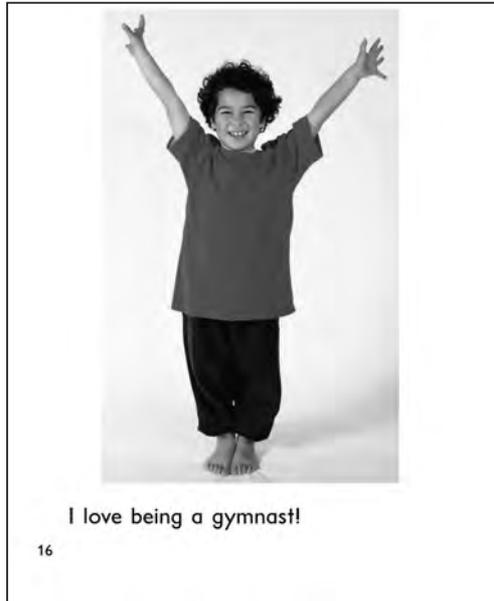
At the gym  
I swing  
on the rope.





## Talkthrough

Do you think the boy enjoys being a gymnast? What makes you think this?



## After reading

### Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

*What skills does the boy practise?*

*How often does he practise gymnastics?*

*Where could you do gymnastics at your school?*

*What other places could you practise?*

## Being a code breaker

Explore the following language features:

- High-frequency words: a, am, at, can, do, I, in, my, on, the.
- Words that rhyme with 'swing': bring, fling, king, ping, ring, sing, thing, wing; and 'jump': bump, dump, grump, hump, lump, pump, rump, slump.
- Grammar: Verbs: climb, jump, love, roll, swing, walk.

## Being a text user

Refer to the text when discussing these questions:

*What does this book teach you about gymnastics?*

*What does the book tell you about the places where you can do gymnastics?*

*What else would you still like to know about gymnastics?*

## Being a text critic

*Do you like doing gymnastics?*

*Do all children like doing gymnastics?*

*Do you need to go to a gym to do gymnastics?*

## Responding to text

 Have the children work in cooperative groups to plan and perform a gymnastic presentation that explains how you can be a gymnast in many places.

 Provide play dough for the children to make figures that are doing gymnastics. Have the children write a sentence to explain what each figure is doing; for example, climbing up the ladder, rolling on the mat. Encourage the children to refer to the book for ideas and to check their spelling.

 Encourage the children to use magnetic letters to build and record words that rhyme with 'swing': bring, cling, fling, king, ping, ring, sing, wing.

## Writing

Talk with the children about the use of 'doing words' or verbs in the book. Read through the book and ask children to identify the verbs. Make a list of these, then invite the children to write using these words.

Have the children write a book modelled on *Gymnastics*, showing all the places that they could be gymnasts around the school.

## Assessment

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Can the children:

- explain how the boy practises gymnastics at home and at the gym?
- point out words that show how/where the boy does each action?



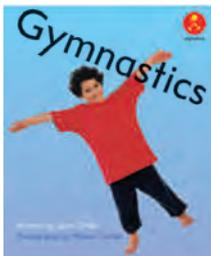
whole text activity



sentence activity



word activity



## Teacher Edition

**Topic:** Gymnastics

**Curriculum link:** Health and Physical Education

**Text type:** Report

**Reading level:** 7

**Word count:** 109

**High-frequency words:** a, am, at, can, do, I, in, my, on, the

**Vocabulary:** bedroom, climb, gym, gymnast, gymnastics, jump, ladder, playground, roll, swing, walk

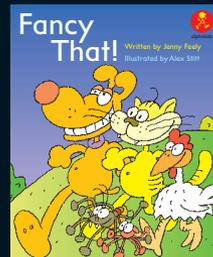
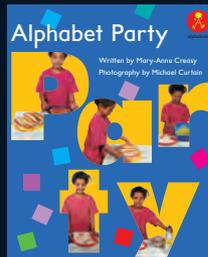
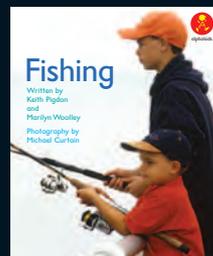
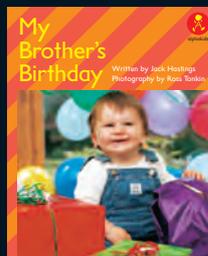
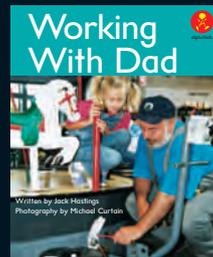
### Possible literacy focus

Understanding the use of comparison in writing.  
Using verbs to describe action: climb, jump, roll, walk.

### Summary

This book is a simple explanation about how a boy practises gymnastics every day.

## Other books at this level



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