

# Gymnastics

## GOALS

### Comprehension

**Connect to prior knowledge:** Has anyone been to gymnastics?  
Have you seen it on TV? What happens at gymnastics?

### Vocabulary

**High-frequency Words:** I, the, all, can, a, with, do, we

**Content Words:** gymnastics, ball, rings, hoop, ribbon, rope, smile, too

### Phonemic Awareness

Recognise and produce words that begin with the same sound: /r/

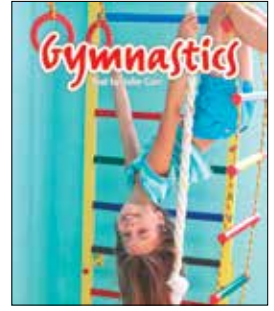
### Phonics

**Letters and Sounds:** r

**Words to Blend and Segment:** rat, rap, run, rug, rip

### Fluency

Choral reading with students pointing to the words as they are read.



Look at all the exercises children can do in the gym.

## Before Reading

- Ask: Has anyone been to a gymnastics display? Have you seen it on TV? What happens at gymnastics competitions?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title and then read it together. Count and clap the syllables *gym/nas/tics*. Notice the soft /g/ sound like giraffe.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what the boy is doing.
- Talk/walk through the pictures. Discuss what is happening on each page.

## Reading the Text

- Read the cover and the title page together.
- On page 2 discuss what the girl is doing, then read the words together, pointing to the words as they are read. Notice the same pattern on most pages with only one word change, e.g. on page 7 see the ball in the picture, then look for the word *ball* in the text. How does it start? Look for the word with /b/ at the beginning. Then read the page together. Does it make sense/ look right and sound right?
- Follow this pattern for each page discussing what is happening in the picture before reading each page.

## After Reading

Invite students to discuss the information. Prompt if needed.

- Ask: Would you like to learn gymnastics? Why?
- Students retell the text by using the pictures as a guide.

## **Phonemic Awareness**

- Recognise and produce words that begin with the same sound: /r/ Have students listen for /r/ as you say *rat, run, rap, rag, rip, rug*, emphasising /r/. Have students repeat in the same manner.
- Students think of more words beginning with /r/, e.g. red, ring, rot, rose, rabbit, ribbon, rope. Say them together emphasising the /r/ sound.
- Ask students to indicate when they hear you say /r/ words in a list of mixed words, e.g rat, bat, sat, run, bun, sun, rag, bag, sag.

## **Phonics**

- Discuss the name and sound of the letter r. Write the cvc words *rat, rap, run, rug, rip* on the board to practise blending and segmenting the sounds together as a group, e.g. Say the word *rat* slowly stretching out the sounds, then segment each sound, then blend the word. /r/ /a/ /t/, rat.
- Use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. Repeat with the other cvc words.

## **Word Study**

- Talk about the words *do, the, all, can, we, with*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book. Play a bingo game with the cards.
- Discuss the use of pronouns *I/we*. Ask: Why is *we* used on page 16 and *I* on the other pages? Relate to the pictures. Role play examples in the class, e.g. I am jumping. (one person). We are jumping. (two or more people)
- Have students draw a picture of a gymnastics exercise from the book. They write the matching sentence from the text, e.g. *I can do gymnastics with a \_\_\_\_\_* .

## **Fluency**

- Choral read the text with students pointing to the words as they are read.

## **Writing**

- Students write a new text about being a gymnast and illustrate it, e.g. I can do gymnastics with a ribbon.
- They make a web with *gymnastics* in the middle and equipment used for gymnastics branching out on the web to summarise the text.

## **Home/School Link**

Take the book home and any related activity done in class to share with family.