

# Sports Clothes



## Vocabulary:

comfortable, cotton, fabrics, factories, natural, polyester, stretch, synthetic

words, create a pack of 20 cards. The first student rolls the dice and must correctly read the top word from the pack before moving. Otherwise, the other player takes a turn.

## Before Reading

This book forms the factual reading record for Level 11

### Text Type

- Draw students' attention to the:
  - title **Dates.../.../...**
  - photographs
  - fact boxes.
  - Ask, "What type of book is this?" (Description) What information would you expect to be in this text?

### Visual Literacy **Dates.../.../...**

Look at the illustrations of various players playing their sport. Compare and contrast the modern-day photos with those taken in the past. What differences can you see?

### Background Knowledge **Dates.../.../...**

Why do you think different sports need different types of clothes? What factors affect the type of clothes worn by different players? How have sports clothes changed over the years? What has caused these changes? If student does not know answers to these questions, provide an explanation.

### Phonological Awareness **Dates.../.../...**

Ensure students know the following phonological patterns:

- -au (p.6): because, cause, daughter, haul, naughty
- -ick (p.7): brick, lick, nick, pick, sick, stick, thick
- -tch (p.9): catch, hatch, latch, pitch, sketch, stretch

Say these words to the students. Ask them to identify which part of the words sounds the same. Use the following activity to further develop this understanding:

- Say three words containing the same sound (e.g. sleep, street, meet) and ask the student to identify the common sound.

### High Frequency Words **Dates.../.../...**

- also, are, every, have, just, over, there, these, were, when
  - Write high frequency words on cards and cut each into two sections. Ask students to reassemble words.
  - Play Snakes and Ladders' with a regular game board and two players. Using known and new high frequency

### Motivation / Purpose **Dates.../.../...**

The purpose of this text is to show how sports clothes have changed over time to be better suited to the sports people play. This text links with the theme *Natural and Processed Materials*. The *Fast Forward* books in the *Natural and Processed Materials* theme are: *Making a Cake* (Level 8); *Sports Clothes* (Level 11); *Reduce, Reuse, Recycle* (Level 14); *What Should We Do About Fossil Fuels* (Level 17); *Getting the Picture* (Level 20); *Discovering Metals* (Level 23); *It's All About Chemistry* (Level 24).

## During Reading

### Vocabulary in Context **Dates.../.../...**

Discuss with students the meaning of each of the words in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- synthetics (p.8), polyester (p.10): explain to students how to pronounce these words according to the clues given by the author. Note the use of syllabification in assisting with pronunciation.
- factories (p.8): note that this is the plural word for 'factory'. Revise the rule 'change the 'y' to 'i' and add 'es' to make a plural. Provide other examples (e.g. city cities).

### Checking for Meaning **Dates.../.../...**

- Literal:
  - What were clothes made from in the past? (p.6)
  - Name two natural fabrics. (p.6)
- Inferential:
  - Why is it important that sports clothes be light and comfortable?

What might happen if a skier stayed in cold, wet clothes for a long period of time?

- Response:
  - Why do you think sports clothes continue to change? Who benefits from having constantly changing styles and fashion in sports clothes?
- Grammatical Patterns **Dates.../.../...**
  - Ensure students understand the following components of a description.
    - Opening general statement defining the topic: *There are sports clothes for every sport. Sports clothes are made from oil kinds of fabrics. These fabrics help sports people feel more comfortable when playing sport.* (p.4)
    - Descriptive passages relating to various aspects of sports clothes. (pp.5-15)
      - Use of general nouns: *clothes* (p.4), *cotton* (p.6), *plants* (p.6), *water* (p.7), *factories* (p.8)
      - Use of relating verbs to describe features: *There are sports clothes* (p.4) *Long ago, clothes were made* (p.6)
      - Action verbs: *changed* (p.5), *started* (p.8), *swim* (p.9), *played* (p.10), *mixed* (p.14)
      - Use of technical terms: *fabrics* (p.4), *natural* (p.6), *synthetics* (p.8), *polyester* (p.10)
      - Use of paragraphs with topic sentences to organise information: *Over time, people started making new fabrics ... like plants and animals.* (p.8)
- Fluency / Punctuation Patterns **Dates.../.../...**
  - In this text some sentences are simple as they contain only one idea: *There are sports clothes for every sport.* (p.4)
    - In this text some sentences are compound as they contain more than one idea: *Synthetic fabrics are made in factories by people.* (p.8) *Polyester is also a strong fabric that lasts longer than cotton.* (p.11)
    - Demonstrate to students how to read these sentences. (Use / to indicate phrasing)
      - Synthetic fabrics are made in factories / by people.*
    - In this text, this sentence is complex, as it contains a dependent clause and an independent clause: *When people went swimming 100 years ago, their clothes were made from wool or cotton.* (p.7)
    - Identify the dependent clause in these examples.
      - Demonstrate to students how to read these sentences. (Use / to indicate phrasing)
        - When people went swimming 100 years ago, / their clothes were made from wool or cotton.*

these punctuation patterns occur at various intervals throughout the text:

- Use of a comma to separate adverbials (time) from the rest of the sentence: *Long ago*, (p.6) *Overtime*, (p.8) *In the past*, (p.12)
- Use of a comma to provide additional information or give examples: *... fabrics, like wool or cotton.* (p.6)
- Use of a comma to separate dependent and independent clauses in a sentence. *They are not made from natural things, like plants and animals.* (p.8)

### Critical Literacy **Dates.../.../...**

What is this text about? Who would be most likely to read it? What does the author want us to learn from reading this text?

### Linking Visual and Written **Dates.../.../...**

Discuss the link between the 'stitching' marks that frame some of the pictures and text, and the content of the text. What effect does this have? Ensure students refer to the photographs as they read each section of the text, as the content is directly related to the images.

## After Reading

Discuss clothing students wear for various sports. What other aspects of sport have changed over the years. Consider equipment, rules, playing areas, sponsorship and professionalism.