

LEVEL 5

Reader 5



Big Book 3
Legend

A swimming legend



Reading strategy

Making connections: For learners to understand the Reader, they need to be able to make links in their minds between what is happening in the Reader and what they already know about the world. Although they may not be able to decode the words yet, to gain meaning from the Reader they need to be asking themselves questions like:

1. Do I know anyone, or have I seen anyone that has had a bad accident like Natalie?
2. How did I act towards them? Did I stare? Was I kind?
3. If I had lost a leg or an arm, how do would I feel?

1 Before reading

Introduce the book to the learners by pointing to the picture on the cover.

- Q What can you see in the picture?
- Q What do you think the book is about?

Now point to and read the title *A swimming legend*.

- Q What is a legend?
- A *A legend is a well-known story about an important person from the past.*

Go through the book, looking at the pictures and asking questions.

- Q Look at the boy at the swimming pool on page 2. Does he look happy?
- A *No, he looks worried or scared.*

Look at pages 4 to 10. The swimming coach is telling the boy a story. What do you think the coach is telling the boy?

- Q Do you think the coach's story helped him to feel happy? (pp. 11–12)
- A *Yes, he looks much happier now.*

Explain to your learners that the coach is using this story to inspire the boy who is scared, and to help him to be brave.

2 During reading

Read the story aloud to your class without interrupting the flow too much. Point out and explain words, pictures or concepts that your learners may find difficult, for example: difference (p. 8), rode (p. 5).

Explain that when someone has a bad accident and a part of their body like a leg or an arm is badly hurt, sometimes this body part has to be removed. This only happens when the body part cannot get better, and doctors only do this if they have no other choice. There are also some people who are born without certain body parts. In the story, we know that Natalie had a bad accident and her leg had to be removed. We do not know if the boy in the story had a bad accident or if he was born without a leg.

After you have read the story to your learners, ask them to read it again with you. Remind them that it is important to follow punctuation marks. There are quotation marks, full stops and exclamation marks in this story. Later, use your Group Guided Reading sessions to informally assess your learners' understanding of punctuation in a story.

3 After reading

Talk about what has been read and ask a few questions to check if the learners understand the story.

- Q What happened to Natalie the swimmer? (pp. 4–6)
- A *She had an accident and lost a leg.*
- Q What did Natalie do first after her accident, walk or swim?
- A *She swam before she could walk again.*
- Q Are all people special even if they are different to us?
- A *Yes, some people are the same, some people are different, but we're all special!*

ASSESSMENT: Informal Assessment (Reading): Learner shows an understanding of punctuation by reading one to two pages of a story aloud. See page 110 of these Teaching Notes.



INCLUSIVITY: We are all different. This could be the way our bodies look, the way we speak or the way we dress. Talk to your learners about how to make people who are different feel good and welcome. We must always be kind to everyone we meet.



Tip for the lesson

Make sure your learners know about the prosthetic leg that Natalie is seen putting on. (p. 7) Explain that when someone loses a leg or an arm, there are special doctors who make these legs or arms out of plastic. These prosthetics help the people who have had an accident or who were born without a body part to move like everyone else.

Writing activity

Make copies of the activity for your learners to write down what they are good at.

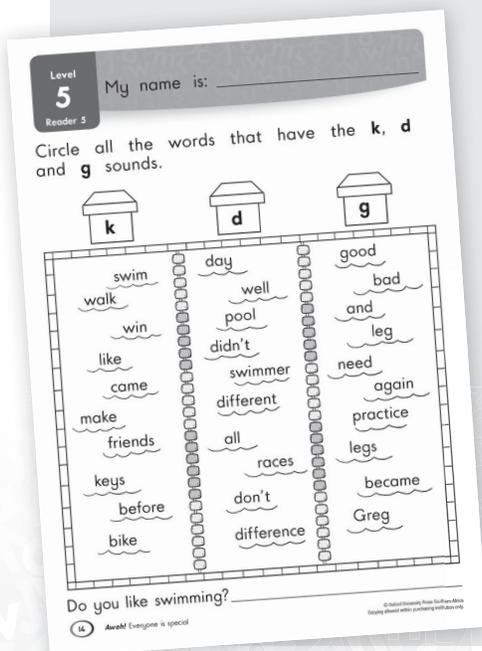
- Use this opportunity to talk about how we are all good at different things, and this is what makes us all special in our own ways.
- Talk to your learners about how they might not only be good at sport, but they might also be good at reading or other work in the classroom. They could also be kind to other people or be good at looking after their things.



Photocopiable Worksheet notes

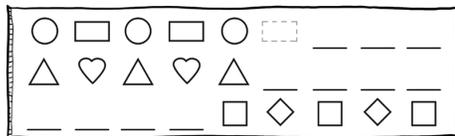
Use the worksheet on page 14 of the Photocopiable Worksheets to revise the vocabulary and phonic sounds.

- The learners must circle the words in the swimming lane that match the sound in the starting block.



Additional activity

Complete the geometric patterns.



I dry myself with a towel.



I dive off the diving board.

