



# Enhancing Comprehension for English Language Learners/Multilingual Language Learners During Close Reading

## Participant Activity Handout

## Text

### The Value of Sports in People's Lives

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 BC that depict wrestling, dancing, and acrobatics were discovered in an Egyptian tomb at Bani Hasan. The ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 BC. But it wasn't until the early nineteenth century that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

### Activity 1: Guiding Question

Work with your partner to write a text-based guiding question. Be sure your question aligns with the key ideas and details question stems.

Cluster	Standard	Question
Key Ideas and Details		

## Activity 2: Supplementary Questions

Work with a partner to create text-dependent supplementary questions for the guiding question you created in Activity 1. Ensure that the questions are

- Aligned to a reading standard
- Text dependent
- Sequenced to support understanding

Consider incorporating strategies to make it easier for ELLs/MLLs to answer your questions.

<b>Question Type</b>	<b>Question</b>	<b>Text-based?</b>
Guiding Question ( <i>from Activity 1</i> )		
Supplementary Question		
Supplementary Question		
Supplementary Question		
Supplementary Question		

### Activity 3: Scaffolding Responses

Work with your partner to create Entering/Emerging-level scaffolding (i.e., sentence frames and a word bank) for each of your supplementary questions from Activity 2.

#### Word Bank

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Supplementary Question	Response Frame