

Play Sport!

PM Levels 18/19

Turquoise

Text Type Information Report/Exposition

Running Words 307



Preparing for Guided Reading

Prior Knowledge

- Students should understand that there are different text types with different purposes. They should also be familiar with different sports and what is involved when people play sport.

Orientation to the Text

- Sport is an integral part of the daily lives of children and adults around the world. This book features an information report about a variety of different sports, as well as an exposition that explains the physical and psychological benefits of playing sport.

Building the Balanced Reader

Vocabulary

Key vocabulary

basketball, Hockey, soccer, sport, swimming, team, tennis

Content Words

court, equipment, fit, healthy, skills, special, uniforms, World

Decoding

- If a student makes an error, repeat what the student read while they follow along to help them monitor whether or not what they read matches the text.
- Look at the word *equipment* on page 5 together. Ask, *What is the suffix on the end of this word?* Discuss how the base word *equip* relates to the meaning of the longer word.

Fluency and Phrasing

- Provide students with the opportunity to read the text aloud more than once to build confidence and fluency.

Focusing on the Book – Guided Reading

- Look carefully at the cover image and read the title of the book together. Invite students to predict some of the words they think they might find in the information report and exposition sections of the book and record their ideas.
- Look at page 1 together. Ask, *What is a contents page? Why did the author choose to include it?*
- Read pages 2–3. Talk about the information that the author has included in the introduction. Ask, *What other information could the author have included in the opening statement?*

- Read to page 8 together. Discuss with students how the first sentence on each page introduces what the page will be about, while the other sentences give further information about it.
- Return to page 7. Look at the word *swimming*. Ask, *What is the base word of this word? What was added to turn it into swimming?*
- Look at page 9. Ask, *What is this part of the information report called? What does it tell you?*
- Continue to page 10. Read the statement of position together. Ask, *What do you think the doctor is going to tell you about in the rest of the text?*
- Read to page 14. Ask, *Which of the two 'ing' verbs on this page had the final letter of the base word doubled before the ending was added?*
- Continue to page 16. Ask, *What arguments did the doctor give in favour of playing sport? What was her conclusion?*
- Return to students' predictions about words they might find in the text. Discuss which ones were there and whether they were in the information report or the exposition text.

Comprehension

- What is a sport that you can do on your own? (*Literal*)
- Do you think sport is also good for adults? (*Inferential*)
- What questions do you have about sport that the text did not answer? (*Inferential/Evaluative*)

Follow-up Activities

- List the three parts of an information report (general statement, description and evaluation) and the three parts of an exposition (statement of position, arguments and conclusion) on the board. Put students into pairs and ask half of the groups to look at the information report and the other half to look at the exposition from the text. Each pair should prepare a brief summary of each part of their allocated text.
- Research some of the more unusual sports from the Olympic Games together. Choose one to write a shared information report about. Discuss with students how to make the information accurate but also interesting.
- Ask students to invent their own sport individually or in small groups. Students should think about the rules for their sport, the equipment needed and how it will help players to stay healthy.

Learning Intentions

- We are learning to summarise non-fiction texts.
- We are learning to recognise base words and their endings.

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Success Criteria

- I can retell key information from the three stages of an information report and an exposition.
- I can find the base word of words ending in 'ing' and I can add 'ing' to base words.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up