

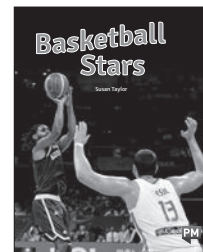
Basketball Stars

PM Level 26

Emerald

Text Types Information Report, Biographies

Running Words 2169



Preparing for Guided Reading

Prior Knowledge

- Invite students to share who their favourite sports star is and what sport they play. Discuss what is required to become a champion athlete.

Orientation to the Text

- Basketball is played widely across the world, both professionally and non-professionally. It is so popular that its greatest stars are recognised globally.

Building the Balanced Reader

Grammatical Conventions

- Look at apostrophe use in words such as *Australia's* with students. Discuss where the apostrophe is placed in each word and why.

Vocabulary

Key Vocabulary

academy, athleticism, basketball, centre, championship, contact, defend, dribbling, individual, league, mentor, national, non-professional, officials, opposing, passing, point guard, position, power forward, professional, rebound, rookie, scholarship, shooting guard, slam dunk, small forward

Spelling

- Draw students' attention to the change in the sound the 'c' makes in *athletic* when it is changed to *athleticism*. Find other words that follow the same spelling and letter-sound pattern, such as 'fanatic' and 'fanaticism'.

Visual Literacy

- Talk about the combination of photographs and diagram in the text. Invite students to consider why each image was chosen.

Focusing on the Book – Guided Reading

- Look at the front cover and read the title together. Ask, *What text type would you expect this to be, based on the cover? What makes you say that?*
- Read to page 4 together and point out the abbreviation *NBA*. Ask, *What does 'abbreviation' mean? How do you know what this abbreviation stands for?*

- Continue to page 8 and explain that while the first part of the text was an information report, this section is a biography. Ask, *Who is this biography about? What areas of her life are discussed on this page?*
- Point out the abbreviations *WNBL* and *WNBA* on page 11. Ask, *Why isn't what these abbreviations stand for included on this page? Where have they been included?*
- Read the biographies of Patty Mills and Steven Adams with students. Ask, *What do the biographies you have read so far have in common? How has the author structured them?*
- Invite students to identify the abbreviation on page 21. Ask, *What is MVP short for? Why do you think the author introduced this abbreviation here?*
- Ask students to predict the kind of information they will read about in the biographies of LeBron James and Michael Jordan. Read the sections and discuss whether or not their predictions were correct. Ask, *Why do you think the author included this information?*
- Read page 30 to students, using the full terms, rather than the abbreviations. Ask, *Why do you think the author chose to use abbreviations rather than writing things out in full each time?*

Comprehension

- Which of the people featured in the biographies have competed in the Olympics for Australia? (*Literal*)
- Why do you think universities give scholarships to people who excel at sport? (*Inferential*)
- If someone wrote a biography about you, what are some of the things you would want included? Why? (*Applied Knowledge*)

Follow-up Activities

- Make a list of people that students believe would be good subjects for biographies and talk about why readers would want to learn about them. Ask students to choose one person from the list, or another suitable subject, to write a biography about, incorporating similar information to that in the text.
- Review the use of the word *mentor* in the text and invite students to think about something they would like to be mentored in. Support students to identify an appropriate mentor for them to write or speak to in order to seek advice.

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Learning Intentions

- We are learning to recognise and describe the essential elements of a biography.
- We are learning to understand abbreviations.

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Success Criteria

- I can identify the categories of information used in a biography, such as *Early Life* and *Achievements*.
- I can suggest why the author included particular biographical information.
- I can explain why abbreviations are used in the text and what they are short for.

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Guided Reading Notes

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