

All Kids Should Play Team Sports

PM Level 19

Purple

Text Type Exposition

Running Words 451



Preparing for Guided Reading

Prior Knowledge

- Students should understand that an exposition is a text that aims to persuade the reader by arguing one side of an issue.
- They should also be familiar with some team sports, and the skills and qualities required to participate in them.

Orientation to the Text

- There are lots of benefits to participating in a team sport. These include staying fit and healthy and having the opportunity to interact with others and make new friends. They can also be a lot of fun!

Building the Balanced Reader

Vocabulary

Key Vocabulary

against, basketball, evenings, excited, Groups, joined, large, learn, match, rules, same

Content Words

court, field, healthy, hip-hop, homework, hoop, referee, relay

Decoding

- Guide students to identify the sounds in unfamiliar words and model how to blend them.
- Encourage students to scan right to the end of longer words to make sure what they read matches the text.
- Look at the word *court* on page 9 together. Ask, *What does this word mean?* Talk about the word 'caught' as sounding the same but looking different.

Focusing on the Book – Guided Reading

- Look at the front cover together. Say, *Point to the title on the front cover. What is it telling us? What sort of text do you think this is going to be?*
- Read page 2 together. Explain that the first section of an exposition is known as a statement of position. Ask, *What is the narrator trying to convince us of? What arguments do you think they might use?*
- Discuss how the arguments in an exposition are structured to include supporting information or evidence. Then, read pages 6–7 together. Ask,

What information has the author included to persuade the reader that dance groups are a good idea?

- Read the first paragraph on page 8 together. Ask, *What arguments and information do you think the author will include to show us why basketball is a good team sport?*
- Continue to page 11. Ask, *What is the main reason the author used to explain why basketball is beneficial?* Compare this with students' predictions about what would be in the text.
- Read page 14 together. Ask, *How does the information on this page connect with what we have read so far?*
- Explain what a concluding statement in an exposition is and then read page 15. Ask, *What do we learn from the concluding statement in this exposition?*
- Re-read the text together and discuss whether or not students found it convincing and why.

Comprehension

- Which three sports were used in the book to show why people should play team sports? (*Literal*)
- Why are the kids excited before they start playing football? (*Inferential*)
- What examples of a person being a good sport are there in the book? What else can you do to be a good sport? (*Applied Knowledge*)

Follow-up Activities

- Ask students which sports they have played. Discuss whether they are team sports or individual sports. Talk about the differences between playing an individual sport and playing in a team, and the pros and cons of both.
- As a group, brainstorm and list reasons why team sports are not ideal for everyone. Write a shared exposition that argues why not all kids should play team sports, following the same structure as the book.
- In pairs, have students discuss all the things they do to stay healthy. Have each pair share these with the group and ask each student to think of one small action they could take to be healthier. Have each student write their goal on a piece of paper and put them together into a 'Healthy Us' display. Talk about how students might remember to work towards their goal.

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Learning Intentions

- We are learning to identify the parts of an exposition.
- We are learning to make predictions as we read.

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Success Criteria

- I can find and describe the title, statement of position, arguments and concluding statement in the book.
- I can use what I have read to suggest the reasons the author might give to support the arguments.

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Guided Reading Notes

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