

Lesson Plan

Advanced Fluent
reading stage

Levels Q–S

PERSPECTIVES



Are competitive sports good for children?

Contents

- Sporting greats
- Playing to win or just playing?
- A coach's view
- Fun and games
- The day I wasn't selected

Paired connected texts



What Makes a Champion? outlines the lives of four elite sportspeople. It shows how they overcame hurdles to become great champions.



Jake has the potential to be a champion swimmer. He trains hard, but a camping trip threatens to undo all his hard work.

Content vocabulary

anxious coach competitive contest cooperation diverse engage life lesson participating pastimes pressure recreational skill superstars team sport teamwork tryouts

Key concepts

- People hold different perspectives on the value of competitive endeavors.
- The actions of others can have an impact on a person's identity

PERSPECTIVES Playing Competitive Sports: Is Competition Good For Children?



Introduce the book

Setting the task

Give each student in the group a copy of the book *PERSPECTIVES Playing Competitive Sports: Is Competition Good For Children?*

Turn to pages 4 and 5 and read the introduction aloud.

Say: *Work with a partner. Look closely at the images and talk about what you notice. Discuss the question: Are competitive sports good for children? Record at least two of your comments on sticky notes and attach them to the images.*

Students share their comments with the group.

Say: *Talk with your partner about the words and phrases you expect to encounter when reading about this topic. Record them on sticky notes.*

Have students share their vocabulary predictions and record these on a chart. Check against the vocabulary listed on the front of the Lesson Plan. Introduce any essential vocabulary that the students did not predict and add to the chart.

Say: *It is important to “wonder” together. Think of the issues surrounding children and sport. Would you rather be active without the pressure of winning or losing? Have you ever felt too much pressure when competing?* Students discuss their ideas with a partner.

Independent partner work

Introduce the Graphic Organiser: What’s your opinion? Say: *Think about your ideas and opinions on children playing competitive sports. Talk with your partner about each statement on the graphic organiser, but do not fill it in yet. We will revisit these statements after reading all of the articles.*

Thinking and talking circle

Call the group together to share their ideas on each statement on the graphic organiser. While the group discusses the arguments surrounding the issues, assess their prior knowledge and the content-specific vocabulary they use.

Read the text

Setting the task

Say: *This book has several articles that provide a variety of perspectives about competitive sports. Each article attempts to persuade you to think about the issue in a particular way. Have students browse through the book.*

Say: *You are going to read the first three articles. As you read, think about the specific questions posed in the introduction to each article. Then think about how each author feels about competitive sports.*

Independent partner work

Students read “Sporting greats”, “Playing to win or just playing?” and “A coach’s view” independently, using sticky notes to record key points, comments and questions. They then discuss their thinking with their partner.

Thinking and talking circle

Select two or three of the discussion stems below to encourage and extend students’ discussion. (These can be prepared on index cards or on a chart before the lesson.)

1. Think about what you have read. What is your reaction to each of these articles? (*Responding to texts*)
2. What ideas did you find interesting or challenging? Were there any ideas you found confusing? (*Clarifying ideas*)
3. What language did the author use for impact and interest? Were there any words that you had questions about? (*Clarifying vocabulary*)
4. What visual images affected you the most? (*Responding to visual images*)
5. Choose one of the articles you have read. What did you learn? (*Summarising*)
6. What ideas are common to these articles? (*Synthesising*)
7. What questions do you still have? (*Questioning*)

Further reading

Setting the task

Students read the last two articles, “Fun and games” and “The day I wasn’t selected”. Say: *As you read, think about the question: Are competitive sports good for children? Consider the questions you have just read in the introduction.*

Independent partner work

Revisit the graphic organiser. Say: *With your partner, complete your graphic organiser. Discuss each statement and decide on your perspective. Mark each line to show your opinion and record your reasons for this.*

Thinking and talking circle

Students share their completed graphic organisers in a group discussion.

Say: *Now that you have read and discussed all of the articles, reflect on how your ideas and opinions may have changed.* Invite students to share their ideas.

Reading closely

Setting the task

Students work with their partner to choose one article to read closely.

Say: *As you reread the article, imagine you’re leaning in close with a magnifying glass – notice more and think deeply. Think about the language the author uses and record examples, such as emotive language, short sentences and rhetorical questions.*

Independent partner work

In pairs, students reread their chosen article and record words/phrases that highlight the type of language the author uses.

Thinking and talking circle

Students share the key words/phrases the author used in the article. They should come to the meeting prepared to discuss, connect to the thoughts of others, cite evidence from the text and offer opinions.

Writing a persuasive text

Setting the task

Say: *Authors of persuasive texts use a range of devices to influence and persuade the reader. Before we write, we are going to identify some of these devices in the articles we have read.*

Introduce the Graphic Organiser: Persuasive text devices.

Discuss the persuasive text devices on the graphic organiser with the group.

Say: *Revisit the articles in the book and record examples of persuasive text devices that the authors have used.*

Students share the features of persuasive texts they have identified.

Independent partner work

Say: *Use the information you have gathered, plus your own personal opinions, to write a persuasive argument. Remember to support your argument with evidence. Highlight your opinions so the reader knows exactly what you think.*

Present the graphic organiser What is your opinion?: How to write a persuasive argument (see *PERSPECTIVES Playing Competitive Sports: Is Competition Good For Children?*, page 24).

Students work with their partner, independent of the teacher, to create a persuasive argument.

Remind students to use persuasive text devices to strengthen their argument.

Thinking and talking circle

Partners bring their completed persuasive arguments to a group discussion. As each pair presents their persuasive argument, the rest of the group identifies the persuasive features and provides feedback.

Task cards

Students can complete one or more of the task cards provided. The activities on the task cards will extend students’ understanding of the issues, challenge their thinking and foster further interest in the topic.

The activities cater for a range of learning styles and provide students with the opportunity to share their knowledge and opinions in a variety of ways.

The task cards can be completed independently, in pairs or in small groups.

Graphic Organiser: What's your opinion?

Trying your hardest is more important than winning.

Strongly disagree  **Strongly agree**

Why?

All children should play a team sport.

Strongly disagree  **Strongly agree**

Why?

Losing is bad for children.

Strongly disagree  **Strongly agree**

Why?

Competitive sports are good for children.

Strongly disagree  **Strongly agree**

Why?

Graphic Organiser: Persuasive text devices

Device	Example (include page number)
Anecdotes When I was a child ...	
Emotive language It is outrageous that such an evil can be allowed.	
Facts A kiwi is a flightless bird.	
Figurative language Similes and metaphors	
Imperatives/commands People should do something about this issue.	
Quotes from expert Professor Jane Brown of Hillside University says ...	
Repetition Save the animals. Save the plants.	
Rhetorical question So why don't we stop eating so much sugar?	

Task cards

Choose one of the following activities from this menu.

1 Playing Competitive Sports

Conduct a survey

- Ask at least 10 classmates if they participate in organised sports outside school hours. If so, how many sports do they play?
- Compile the results and present them as a graph.

2 Playing Competitive Sports

Create a poster

- Make a poster that encourages children to participate in a particular sport or physical activity.
- Include reasons why it is good for children to be involved.
- Think about how the visual images and language you use will influence the reader of your poster.

3 Playing Competitive Sports

Write a personal recount

- Think of a time you felt really good or really bad about being involved in a sport or a physical activity.
- Write a personal recount of this experience.
- Include details about how you felt at different times during the experience and why.

4 Playing Competitive Sports

Invent a new sport or physical activity

- Design a new sport or physical activity.
- Write and draw diagrams to explain how to do this new sport or activity.
- Include information on the equipment required and any rules or guidelines participants need to follow.

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