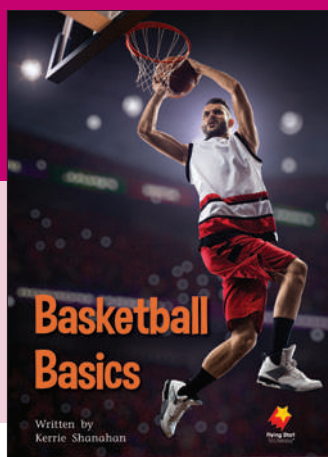


Lesson Plans

**Fluent
reading stage**

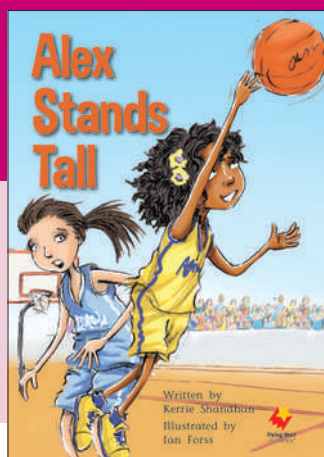
Level 19



Basketball Basics describes the equipment needed to play basketball and gives detailed information about how to play.

Running words: 722

Text type: Explanation



Alex worries that she's not tall enough to be a good basketballer. But, with hard work, she proves that being tall isn't everything.

Running words: 756

Text type: Narrative

Content vocabulary

backboard basket basketball centre line court defender defending dribbling drills foul free pass hoop key line passed passing point rebound referee rules scoring season shooting skills sub subbing team train uniform

Phonics

- Identifying compound words
- Identifying the /aw/ sound made by "a" as in *tall*, *ball*

Text features

Basketball Basics

- Chapters with headings and sub-headings
- Labelled diagrams
- Introduction, conclusion, glossary

Alex Stands Tall

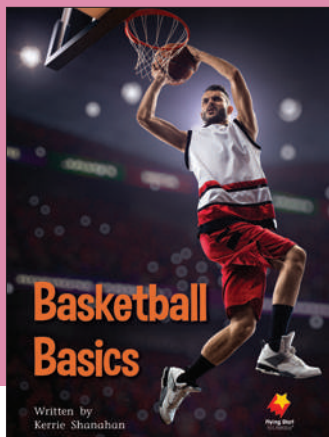
- Chapters with headings
- Use of direct speech
- Full-colour illustrations

Reading strategies

- Integrating visual and textual information
- Making inferences about characters' relationships

ELL support	Key concepts	Curriculum links
• Labelled diagrams support the text. • The glossary explains content vocabulary. • Illustrations support the content.	• Basketball is a game with particular skills, rules and equipment. • Basketball is a game that facilitates fitness and socialising. • Everyone in a team has different skills to offer. • Hard work can improve skills.	• Health and Physical Education: Games and sport • Health and Physical Education: Relationships, teamwork

Lesson 1 Basketball Basics



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Have students talk with a partner about playing or watching basketball. Ask: *What do you know about how to play basketball? What equipment do you need? What rules do you know? What skills are needed?* Record students' responses as a concept map.

★ Draw up a T-chart with the headings: *What you need* and *How to play*. Talk about basketball and list points under each heading.

Vocabulary building

★ List nouns from the book on the board (*basketball, hoop, backboard, court, referee, uniform, team*). Choose a word from the list, draw it and have students guess the word. Invite students to use other words from the list to draw, guess and discuss.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask: *How is the information in this book organised? What do you expect to find out about by reading this book?*

Have students prepare for reading by thinking and talking about the book with your support. Ask: *How is the information presented?* Draw out that words, photographs and diagrams are used.

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. Say: *Don't forget to look at the diagrams and read the labels. This helps you to understand the written text.*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the photographs and the text.

How many players are on the court for each team during a game? (Literal)

Why might people play basketball? (Inferential)

Would you like to play basketball? Explain your reasons. (Synthesising)

Did this book tell you everything you need to know about playing basketball? What else would you like to know about it? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *I noticed that you read the diagram labels. You always look at everything on the page when you are reading. This is how good readers understand exactly what the text is trying to say.*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students read the book again with a partner, taking turns to read a page each. Encourage them to focus on reading using a smooth, clear voice. Say: *When you are reading, try to make your voice sound smooth and natural, like you are talking.*

Word work

Phonics

Ask: *What is a compound word?* Have the students work with a partner to find compound words in the book (e.g. *basketball*, *scrapbook*, *fill-in*, *everyone*). Discuss how the two whole words are needed to make the new word.

Exploring words

Revise what an action verb is, explaining that it is a word that describes an action. Ask: *What actions relate to basketball?* Make a list on the board (*dribbling*, *running*, *shooting*, *scoring*, *passing*, *defending*, *rebounding*). Have students explore verbs related to basketball further by completing the Blackline master.

Writing

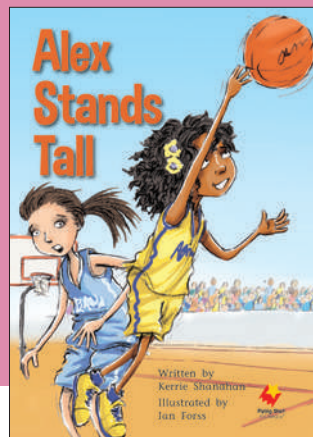
★ Revisit the concept map created during the “Getting ready to read” stage. Discuss the information recorded. Ask: *What new information do we now know about playing basketball?* Use students’ ideas to model writing sentences about how to play basketball. As you write, talk about the way you form each sentence to make it clear and accurate.

Have students create a “Basketball Tips” booklet. Have them write five statements explaining how to play basketball, which they can then use to create their booklet. Have them add a picture and/or diagram for each tip.

Sharing and presenting

Have students sit in small groups and take turns to share their “Basketball Tips” booklets. Encourage students to provide positive feedback to each other.

Lesson 2 Alex Stands Tall



Before reading

Getting ready to read

Encourage students to activate their prior knowledge. Ask: *What makes a player good at basketball? Does being tall help a person to be good at basketball? Can only tall people be good at basketball?* Discuss students’ responses and draw out that everyone can play basketball and being tall is only one part of being a good player.

★ Discuss with students why it might be an advantage to be a tall basketball player (e.g. *closer to the basket to shoot, can get rebounds*).

Vocabulary building

★ Explain to students that this is a book about a girl who wants to get picked in a basketball team, but she isn’t very tall. Ask: *What words might be in this book?* Have pairs of students discuss and then use their feedback to create a list.

Introducing the book

Give each student a copy of the book and have them read the title and the contents page. Ask students to flick through the book, encouraging them to make predictions about the story.

Have students prepare for reading by thinking and talking about the book with your support. Ask: *Who might Alex be? What might the story be about? What or who might inspire Alex?*

During reading

Ask each student to read the text independently. Monitor students as they read and support them where appropriate. If necessary, ask them to stop reading and remind them to use the reading strategies you are focused on. For example, encourage students to think about relationships between characters. Ask: *Do you think Alex and Grandpa get along well? What makes you think so? What sort of relationship does Alex have with Nina? With Carla? Why?*

After reading

Talking about the book

Ask students to talk about the book. Encourage discussion by choosing questions that are appropriate for your students. Ask them to support their answers by referring to the illustrations and the text.

What did Mr Hall tell Alex after the tryouts? (Literal)

Do you have to be tall to be a good basketball player? Explain your answer. (Inferential)

Is Alex an inspiring character? Explain. (Synthesising)

What does the phrase “Alex Stands Tall” mean? Do you think this is a good title for the book? Why? (Critical)

Reviewing reading strategies

Encourage students to identify what they did to help themselves as readers. Say: *You were able to tell me about how the characters in the book get along with each other. This shows me that you understand what you read. Well done!*

Returning to the book

Provide multiple opportunities for students to read and interact with the book again – with teacher support, with a partner and independently. Choose activities that are appropriate for your students.

Developing fluency

Have students read the book in small groups, with each student choosing a character (narrator, Alex, Grandpa, Nina, Carla and Mr Hall). Encourage them to read with expression. Say: *Make your voice sound the way the character would speak.*

Word work

Phonics

Write the words *ball* and *tall* on the board. Discuss what the words have in common. Focus on the letter “a” making the /aw/ sound. Explain that this is an uncommon way to make the /aw/ sound. Have pairs of students look through familiar books to list words with this sound-letter combination.

Exploring words

Have students turn to page 22 and find two words that sound the same but are spelt differently and have a different meaning (*threw/through*). Explain that these words are called homophones. Have pairs of students search for and list other homophones in the book (*right, won, blew, court, great*) and write the alternative spelling (*write, one, blue, caught, grate*).

Writing

★ Model writing about a time (real or imagined) when you achieved something you had to work hard for (e.g. being in a musical, playing in a winning sports team, completing a craft project, giving a speech). Include how you felt beforehand, the steps you took to achieve the goal and how you felt when you succeeded. As you write, talk about the decisions you made.

Have students write about a time they achieved something that was difficult at first. Support students by talking through their ideas before they begin writing independently.

Sharing and presenting

Have students read their writing about their achievements to a partner.

Talk about the pair

After students have read both books, ask: *What do you now know about basketball? What do you know about being a part of a team?* Have students in small groups brainstorm by

writing and drawing everything they have learnt about the topic. Have students work further with these books by completing the Activity card provided.

Blackline master

Basketball terms

1. Choose a word from the word bank to write underneath each photo.
2. Write what each word means.

Word bank

passing	refereeing	shooting	defending	scoring	dribbling
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Assessment

- Can the student match the appropriate verb to each photograph?
Can the student write an explanation for each verb?

Activity card

Basketball game



You will need: a die, scissors

What to do:

1. Cut out your basketball token, think of a team name and write it on your token.
2. With two friends, take turns rolling the die.
Move the same number of spaces as the number you roll. Follow the instructions on the space you land on.
3. The first person to reach FINISH is the winner.



1 START	2 Your team has the correct uniform. Move forward 1 space.	3	4 Your team has only 4 players. Move back 3 spaces.	5
6	7 You commit a foul. Move back 2 spaces.	8	9	10 You do a great rebound. Move forward 2 spaces.
11	12	13 You miss scoring a basket. Move back 4 spaces.	14 You dribble up the court and score. Move forward 3 spaces.	15
16 You defend well. Move forward 1 space.	17	18 You score the winning points. Move forward 2 spaces.	19 You have 5 fouls and must leave the court. Move back 4 spaces.	20 FINISH

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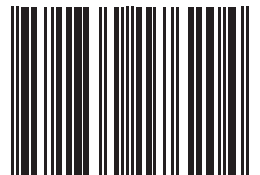
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