



EXTREME SPORTS: TOO DANGEROUS FOR KIDS?

TEXT TYPE: Non-fiction: Persuasive—Debate
GUIDED READING LEVEL: N

SUMMARY: Extreme sports are very popular, but are they too dangerous for children? This article reviews some of the dangers associated with extreme sports and some of the benefits of participating in these activities.

TEXT FEATURES

- text box
- speech balloons

VISUAL LITERACY

- photographs

TEXT SUPPORTS

- headings

POSSIBLE TEXT CHALLENGES

- some difficult vocabulary, e.g., ‘psychologist,’ ‘guidance,’ ‘participate,’ ‘opportunities,’ ‘imaginative,’ ‘emphasize,’ ‘precautions’

FOCUS COMPREHENSION STRATEGY

- evaluating

FURTHER COMPREHENSION STRATEGIES

- making connections: text to self

ORAL LANGUAGE OPPORTUNITIES

- Four Corners strategy
- stating and supporting opinions
- persuading peers to agree with opinions
- group discussion

WORKING WITH WORDS

- word solving and building: use word chunks and context to figure out unknown words

ASSESSMENT OPPORTUNITIES

Observe each student’s ability to:

- evaluate information to make an informed opinion
- confirm and/or change opinions
- connect ideas from text to personal opinions
- use word chunks and context to figure out unknown words

ASSESSMENT TOOLS

Select from the following:

- Evaluating Strategy Checklist
- Comprehension Strategies Anecdotal Record

BEFORE READING

Making Connections

Activate and build prior knowledge

- Read the title of the article. Ask students if they know what extreme sports are and to give examples of extreme sports. Have a discussion about what students know about extreme sports. Ask students, *Have you ever taken part in an extreme sport?*

ESL NOTE: To help ESL students make connections, encourage them to think about if such extreme sports exist in the areas they are from. Have students see if there are different types of extreme sports in the areas from which they came.

Text Features

Introduce supports and challenges

- Invite students to look at the article. Ask, *Do you think this is a fiction or non-fiction text?* Have students support their responses by providing evidence from the text, as well as from their own personal experiences with different text types.

Word Solving and Building

- Direct students to the word ‘psychologist.’ Ask, *What are some strategies we can use to figure out this word?* Discuss breaking the word into chunks. Also discuss the silent ‘p’ at the beginning of the word. Allow students the opportunity to see if they can come up with other words that begin with a silent letter.

Evaluating

Set a purpose for reading

- Explain to students that they will be involved in a Four Corners activity. Create four signs, one with each label (Strongly in Favour, Somewhat in Favour, Somewhat Against, Strongly Against). Place each sign in a corner of the room and ask students to stand in the corner which best expresses their opinion of extreme sports being a good thing for children.

After the students share their reasons for standing in their respective corners, create a chart with five columns, recording their responses under the appropriate heading. Create a fifth blank column to be filled in later. Say, *As you read the article, I would like you to think about whether your opinion of extreme sports for children remains the same. Please look for evidence to support your opinion.*

Provide for early finishers

- Encourage students who finish early to go back and see if they can find additional evidence to support their opinion.

DURING READING

Monitor reading

- Have each student read a portion of the text aloud to you. Note the word solving strategies used as the student reads the text. Provide word solving supports when needed. For example, *Can you use chunking to help you solve this word?* Additionally, provide comprehension prompts as needed, e.g., *Does this paragraph support your opinion? Did the information you just read change your opinion? Why?*

Observe

- Make observations on your assessment tools. (See the Evaluating Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 4 Literacy Support Guide*.)
- Note any successful reading strategies you observe and any areas requiring further attention.

AFTER READING

Revisit the purpose for reading

- Revisit the Four Corners chart from the beginning of the lesson. Ask, *Has your opinion about extreme sports stayed the same, or has it changed?* Review the reasons recorded in the various columns. Label the blank column “New Opinions.” Add any new ideas or opinions to this column.

Check on outstanding challenges

- Clarify any challenging language students may have encountered and had difficulty with.

Note successful strategy use

- Explain a strategy that was successfully used while students were reading, e.g., *I really liked how Alex used word chunks when she came to the word ‘participate’ to help her figure out the word. She started with ‘part,’ next she identified ‘tic,’ and finally ‘i’ and ‘pate.’ When she put all the different chunks together, she solved the word.*

FOCUSED REREADING

Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or select a Reader Response activity from the *Grade 4 Literacy Support Guide*.

Evaluating

Written

- Ask students to write a letter to the principal of the school to persuade them to either include or not include extreme sports in the physical education program at their school.

Synthesizing

Artistic

- Have students create a safety poster to identify the things individuals who participate in extreme sports should always do.

Evaluating

Oral/dramatic

- Have groups of students debate the pros and cons of extreme sports. Each student will have a minute to state their case for whether children should or shouldn't participate in extreme sports.