

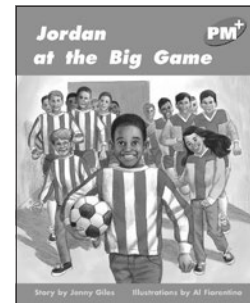
Jordan at the Big Game

PM Level 16

Orange

Text Type Narrative

Running Words 349



Preparing for Guided Reading

Orientation to the text

- Re-read *Jordan's Football* (PM level 12). Revisit the characters and their relationships.

Prior knowledge

- Jordan hopes that he will lead a team out onto the field at the big game. Imagine his disappointment when his name is not selected. Students who have been taken to a large stadium to watch their favourite team play will understand how he felt.

Building the Balanced Reader

Vocabulary

Key vocabulary

cheer, cheered, everyone, follow, following, game, second, team, together

Content Words

another, jersey, names, notice, picked, pulled, shaking, ticket, waited

Decoding

- Encourage automatic recognition of high-frequency words.
- Apply knowledge of syllables to break words into readable units.
- Observe students' ability to integrate meaning, language structures and visual information as they read. Provide support when necessary.
- Explicitly teach students to use a variety of comprehension strategies to predict or check meaning, including applying prior knowledge, thinking aloud, attending to details in illustrations, re-reading and reading on.

Focusing on the story – guided reading

- Read the title and discuss the cover illustration. Invite students who have attended 'big games' to talk about their experiences.
- Study the illustration on pp. 2–3. Read the notice together and discuss the probability of Jordan winning. Admire Jordan's hopeful attitude. Point out the official standing near the table and explain his role.

- Notice that people are wearing supporters' colours. Point out Jordan's facial expression and his obvious disappointment when his name was not selected. Write *maybe* on a chart and discuss its meaning.
- Predict why another name might be required. Observe Jordan's excitement when his name is called.
- Applaud Jordan's caring attitude towards his friend. Discuss the practice of having children lead teams onto the field. It is important that students understand that Jordan's excitement supercedes any feeling of nervousness in front of a large crowd.
- Talk about Jordan's emotions as they change throughout the events in the story.
- Revise the digraph *ch* in *cheered* and *children*.
- Discuss other forms of the base word *win*, e.g. *winning, winner, won*
- Identify contractions in the text, e.g. *didn't, he's, that's, can't, it's* and write them in expanded form.
- Gives names to and discuss the purpose of full stops, commas and exclamation marks.

Comprehension

- What did the children put in the red box? (*Literal*)
- Where did Liam go? (*Inferential*)
- How did Jordan feel when was given the ball? (*Inferential*)

Follow-up activities

- Discuss students' favourite teams. Have them paint pictures of themselves dressed in their team's colours. Invite students to add captions explaining how they support their team.
- List occasions when students have cheered, e.g. at a parade, talent contest, swimming carnival, etc. Ask them to write about and draw these occasions.
- Recall Jordan's kindness when he helped Liam overcome his fear. Have students write about times when they have helped a friend.
- Encourage the children to retell the story from either Jordan's, Liam's or Nicky's point of view. A common beginning could be written by everyone, e.g. *Last weekend I went to the big game ...* Invite them to read their stories aloud so that other students can identify who is pretending to write the retell.

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Learning Intentions

- We are learning to apply knowledge of syllables to break unfamiliar words into readable units.
- We are learning to integrate meaning, language structures and visual information as we read.

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Success Criteria

- I can use my knowledge of syllables to assist me to decode unfamiliar words.
- I can use a variety of skills and strategies to understand what I read.

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Guided Reading Notes

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