

Football at Home

PM Level 1

Magenta

Text Type Narrative



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with describing what is happening and interpreting stories in illustrations.

Orientation to the Text

- In this text without words, two boys are playing soccer. When one boy kicks the ball too hard, it lands in a neighbour's vegetable garden. The neighbour looks angry, but the boys are pleasantly surprised when she kicks the ball back to them.

Key Language Structures

- The story has a clear introduction, complication and resolution that students can describe.
- The title is linked with the illustrations.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

at, home

Content Word

football

Decoding

- Locate the high-frequency words in the text title.
- Look at the word *at*. Ask, *What are the two letters that make up this word? What are the two sounds that make up this word?*

Fluency and Phrasing

- Encourage students to speak in full sentences as they talk about the text.

Focusing on the Book – Guided Reading

- Discuss the cover and title. Look carefully at the cover illustration. Ask students to share when they have played sport at home.
- Look at pp. 2–3 together. Ask, *Who do you think the boys are? What are they doing?*

- Continue to p. 5. Invite students to suggest what has happened. Ask, *Where do you think the ball has gone?*
- Look at the illustrations on pp. 8–9. Ask, *Whose garden is it? What is growing there?*
- Look at pp. 10–11. Ask students to predict what the boys will do next.
- Continue to p. 13. Invite students to describe how the boys are feeling. Ask, *Who is the lady? How is she feeling?*
- Continue to the end of the book. Ask students to explain what happened.
- Encourage students to respond to the story. Ask, *Were you surprised by the ending? Why or why not?*

Comprehension

- Why did the neighbour look angry? (*Literal*)
- Why did the neighbour laugh when she kicked the ball back to the boys? (*Inferential*)
- What do you think happened next? (*Inferential*)

Follow-up Activities

- Revisit the book with students and write down the main events as students describe them. In pairs, have students create their own illustrations to go with each event.
- Make an enlarged copy of the picture on p. 16. Ask students to name items they can see in the picture and add labels with the words.
- Ask students to share information about their own neighbours. Have students draw a neighbour and write a sentence they dictate about them.

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Learning Intentions

- We are learning to describe what we see in pictures.
- We are learning that a story is made up of several events.

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Success Criteria

- I can use full sentences to talk about a picture.
- I can identify some events in a story.

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Guided Reading Notes

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