

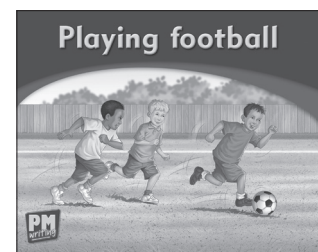
# Playing football

PM Levels 2/3

Magenta

**Text Type** Recount

**Running Words** 38



## Preparing for Guided Reading

### Orientation to the Text

- A boy and his friends, Ben and Sam, practise running and kicking as they play a game of football.

### Prior Knowledge

- Students should understand that football is another name for the game of soccer.

### Key Language Structures

- Prepositional phrases using *to*, *with* and *into* are introduced.
- Past-tense verbs ending in 'ed' are featured.

## Building the Balanced Reader

### Concepts About Print

- Discuss with students how many words and how many sentences are on each page as you read.

### Vocabulary

#### Key High-frequency Words

*He, I, into, kicked, me, played, ran, the, to, went, with*

#### Content Words

*ball, fast, football, goal*

### Decoding

- Revise the high-frequency words in the text together before students start reading, to make it easier for them to concentrate on the less familiar words.
- Look at the word *football* together. Discuss how it is a compound word and ask students to find the two smaller words that make it up.

### Fluency and Phrasing

- Talk about how the boys might be feeling on each page and how students can use their voice to show this.

### Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and the title page. Read the title of the book to students and ask them to describe who the main characters in the book are.

- Look at pages 2–3. Point to the word *played* on page 2. Ask, *What is the base word of played? What letters have been added to the end of the base word?*
- Continue to page 5. Ask, *What do you think is going to happen next? What makes you say that?*
- Continue to pages 10–11. Point to the word *kicked* on page 10. Ask, *What is the base word of kicked? What letters have been added to the end of the base word?*
- Look at pages 12–13. Ask, *What do you think the boy is going to do with the ball? What parts of the text make you think that?*
- Continue to page 16 together. Ask, *What happened at the end of the recount? Compare this with what students predicted would happen.*
- Re-read the text together, focusing on using appropriate expression.

### Comprehension

- Who kicked the ball to Ben? (*Literal*)
- How would you describe the boys in the story? (*Inferential*)
- Do the boys in the story like playing football? Why or why not? (*Inferential*)

### Follow-up Activities

- Brainstorm words that are used for different parts of a sports area at school, such as a basketball court or soccer pitch. Write each word on a piece of card and take students outside. Read the words together and ask students to put them in the right place. Collect the cards and repeat the activity, encouraging students to read and interpret the words.
- In pairs, have students talk about what could have happened at the end of the recount if the boy had not kicked a goal. Invite students to share their ideas. Choose one of the options and construct an alternative ending together.
- Ask students what they do to keep fit. Spend five to ten minutes each day on an activity nominated by students. Talk with students about why it is important to keep active.

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Date \_\_\_\_\_

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## Learning Intentions

- We are learning to use base words to read longer words.
- We are learning to predict as we read.

• \_\_\_\_\_

## Success Criteria

- I can find the base word of words ending in 'ed'.
- I can use what I know about the text to guess what happens next.

• \_\_\_\_\_

## Guided Reading Notes

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