

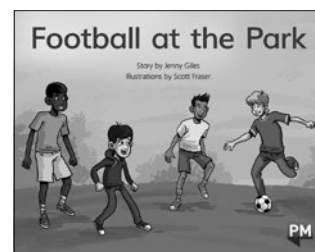
# Football at the Park

PM Level 7

Yellow

**Text Type** Narrative

**Running Words** 131



## Preparing for Guided Reading

### Orientation to the Text

- Conduct a physical education lesson involving ball skills, especially kicking.
- Play a game of football.
- Discuss the highlights of the game. Ask,  
*What was easy?*  
*What was difficult?*  
*Which parts did you enjoy/not enjoy?*  
List all ideas on a large chart. Read students' ideas together.

### Prior Knowledge

- Tim attempts to join in a game of football with some older boys.
- 'Reading between the lines' is an important skill in this book, which is about Tim's emotions.

## Building the Balanced Reader

### Vocabulary

#### Key High-frequency Words

*all, us, way, with*

#### Content Words

*playing, football, kicked, park, little*

### Decoding

- Locate and read most high-frequency words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.

### Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation marks.

### Focusing on the Book – Guided Reading

- Read the title (*Football at the Park*) with students.
- Study the illustrations together. Encourage students to talk about the events of the story and the progress of the game of football.
- Read the text together. Discuss Tim's feelings at various stages in the story:  
Tim's longing to play football (p. 4).  
Tim's disappointment (pp. 6, 8).

Tim's opportunity and hope to become involved (p. 10).

Tim's success (p. 13).

Tim's delight at being accepted (pp. 14, 16).

- Talk about how Tim was younger than the other boys but he was good at playing football and must have practised a lot.
- Observe students as they re-read the story independently.

### Comprehension

- Who did Tim see playing football at the park? (*Literal*)
- Why did Tim want to play football with the big boys? (*Inferential*)

### Follow-up Activities

- Bring out the chart made earlier that lists students' ideas and thoughts about the football game they played. Discuss the game and the ideas listed on the chart. Make the game into a story and write this story into an enlarged book with students drawing the illustrations.
- Talk about different feelings and emotions. Ask, *What makes you happy / What makes you sad?* Have students use different facial expressions and body language to show anger, sadness, happiness, etc.
- Talk about students' favourite sports or ball games. Make a list of these. Discuss how each game is played.
- Talk about the activities students can do, and the activities that they are too little to do. List these activities under two separate headings.
- Set up a buddy system (a younger child paired with an older child) with a senior class in the school. Have students meet weekly to share work and complete activities together.
- Retell the main events of the story. In groups of four, students could role-play the story to the rest of the class or another class.

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## Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning to remember information to help us understand what we are reading.

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## Success Criteria

- I make sure that when I attempt to read an unknown word, it sounds and looks correct, as well as makes sense.
- I can sequence the beginning, middle and end events to retell the story.

• \_\_\_\_\_

## Guided Reading Notes

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