

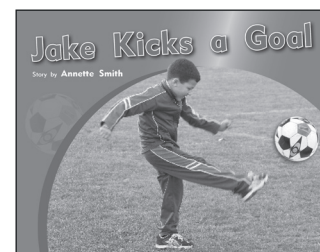
Jake Kicks a Goal

PM Level 5

Red

Text Type Narrative

Running Words 88



Preparing for Guided Reading

Prior Knowledge

- Talk with students about soccer, pointing out that the main aim of the game is to kick the ball into the goal. Ask students to share their experiences of playing soccer or kicking soccer balls.

Orientation to the Text

- In this story, Jake goes to a park with Dad to practise kicking the ball towards the goal. Initially, he misses the goal, but with encouragement from Dad he soon succeeds.

Key Language Structures

- Use of dialogue to add interest to the story.
- Use of short and longer sentences to add rhythm and tension.
- Sentence beginning with *And*, for emphasis: *And he kicked.* (p. 12)

Building the Balanced Reader

Concepts About Print

- Reinforce first and last letters of a word.
- Use of bold text for emphasis.
- Verb ending *-ed*: *kicked, shouted.*

Vocabulary

Key High-frequency Words

good, he, into, ran, run, went

Content Words

ball, Jake, Dad, kick, goal

Decoding

- Recognise high-frequency words within the text.
- 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

- **Cover** Talk about the type of ball Jake is kicking in the photo. Ask students to share what they know about the rules of soccer.

- **pp. 2–3** Discuss what is happening in the photo: that Dad has kicked the ball to Jake. Ask, *What do you think Jake will try to do next?*
- **pp. 4–5** Discuss where the ball is now. Ask, *How does Jake feel about missing the goal?*
- **pp. 6–9** Discuss how Dad demonstrates kicking a goal, but Jake does not believe he can do it too. Ask, *Do you think Jake can kick a goal? Why/Why not?*
- **pp. 10–11** Ask, *How does Dad help Jake to feel better? Do you think Jake will have another try at kicking a goal?*
- **pp. 12–13** Ask, *How do you think Jake feels now? Where do you think the ball will go?*
- **pp. 14–15** Discuss the fact that the ball has gone into the goal. Ask, *Do you think Jake will want to keep playing soccer now?*
- **p. 16** Jake and Dad are giving each other a high-five. Ask, *How do you think Dad feels about Jake's goal?*

Comprehension

- Why do you think Jake couldn't kick a goal at first? (*Inferential*)
- How did Dad help Jake to kick a goal? (*Literal*)

Follow-up Activities

- Have students think of a sporting skill they struggle with, like Jake's struggle with goal-kicking. Direct them to think of ways they can improve at this skill, and draw a picture of themselves succeeding at it.
- Make a flip chart of soccer rules. Encourage students to memorise the rules, and play soccer at lunchtime.
- Make sequenced individual booklets for students to complete and illustrate.

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Learning Intentions

- We are learning to use different strategies to help us to read unknown words.
- We are learning the purpose of punctuation marks.
- _____

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 change my voice to show that there are quotation marks and words printed in bold in the text.
- _____

Guided Reading Notes

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