

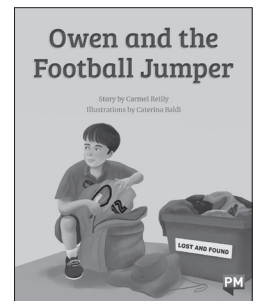
Owen and the Football Jumper

PM Level 18

Turquoise

Text Type Narrative

Running Words 462



Preparing for Guided Reading

Prior Knowledge

- Students should have a basic understanding of how people like to support particular teams in competitive sports such as football.
- Students should also be familiar with what a Lost and Found box is and how it is used in schools to help people retrieve lost items.

Orientation to the Text

- As Owen searches for his hat in the Lost and Found box, he notices a Stingrays football jumper with his favourite player's number on it. Unable to resist the temptation, he takes the jumper home, intending to wear it to a party on the weekend. When Owen finds out the owner is looking for the jumper, he has to make a decision about what to do.

Building the Balanced Reader

Vocabulary

Key Vocabulary

angry, between, checked, deep, grabbed, might, number, packing, rushed, such, tightly, unpacked

Content Words

borrow, clothes, drawer, football, gate, jumper, junior, lunchtime, playground, Stingrays, tag, zipped

Decoding

- Guide students to identify the sounds in unfamiliar words and model how to blend them.
- Help students to monitor their accuracy by asking them to check if what they have read matches the words on the page.
- Look at the word *clothes* on page 8 together. Ask, *How many letters are in this word? How many sounds? How many syllables?*

Focusing on the Book – Guided Reading

- Look at the front cover of the book together. Ask, *Where is the title on the front cover? What other information does the front cover provide?*
- Explain that the first part of a narrative is called the orientation, which sets the scene for who the story will be about and where it will take place. Read pages 2–3 together and ask, *Who is the main character in the story? Where is the story taking place?*

- Review what a compound word is and find the three compound words (*afternoon, outside and lunchtime*) on page 2 with students. For each word, ask, *Which two smaller words make up this word?*
- Look at page 4 with students. Say, *Find the compound words on this page. How do you know they are compound words?*
- Discuss a narrative complication as a problem that a character is facing. Read to page 7. Ask, *What has Owen done so far in the story? What problem do you think he might have?*
- Continue to page 11. Say, *Describe the complication in the story. What do you think Owen will do?*
- Point out the word *playground* on page 14. Ask, *What sort of word is this? How do the meanings of the two smaller words connect with the meaning of the whole word?*
- Explain that the resolution of a narrative is how the problem was solved. Read to page 16 and ask, *What did Owen do to solve the problem? What happened then?*

Comprehension

- Who was Owen's favourite football player? (*Literal*)
- How do you think Zaina felt when she couldn't find her jumper? (*Inferential*)
- What might have happened if Owen did not give the jumper back to Zaina? (*Applied Knowledge*)

Follow-up Activities

- Go back through the text and make a list of all the compound words. Send students on a hunt to find compound words in other books in the classroom. After 10 or 15 minutes, have them come back and add their findings to the list.
- In small groups, ask students to practise acting out the story, and then to perform their play for the rest of the group. When they have finished, invite students who played the same character to share how it felt to be that character.
- Model writing a short description about a favourite sportsperson. Include what their sport is and why you like them. Ask students to use your model to write their own description of a sportsperson or someone else they look up to. Allow students to illustrate their finished pieces and put them on display.

Owen and the Football Jumper

Date _____

PM Level 18

Turquoise

Learning Intentions

- We are learning to identify the parts of a narrative.
- We are learning to read longer words.

• _____

Success Criteria

- I can find and describe the title, orientation, complication and resolution of a narrative.
- I can break down a compound word into two smaller words.

• _____

Guided Reading Notes

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