

Going to Football School

PM Level 9

Blue

Text Type Factual Recount

Running Words 169



Preparing for Guided Reading

Prior Knowledge

- Make sure that students understand that *football* in the text refers to the game of soccer rather than other football codes.
- Students should be familiar with vocabulary that relates to football, such as *goal*.

Orientation to the Text

- A boy describes his experience at football school, where he learns to run and kick the ball with two of his friends.

Key Language Structures

- A range of simple and complex sentences is used throughout the text.
- Adverbs and adjectives are used to add detail – *fast, little, new, very good*.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

all, fast, from, fun, had, new, saw, very

Content Words

boots, coach, football, goal, school

Decoding

- Discuss with students what has been added to the base word *kick* as they read *kicked* and *kicking*.
- Look at the word *Saturday* on page 2. Ask, *What smaller words can you find within this longer word?*

Fluency and Phrasing

- Read some of the pages out loud together to help students get into the rhythm of fluent reading.

Focusing on the Book – Guided Reading

- Look carefully at the cover photos and read the title of the book. Ask students to name the different items they can see on the front and back covers and talk about other vocabulary that they might encounter in the text.
- Look at pages 2–3. Ask, *How might the boy be feeling? How would you feel if you were going to football school?*
- Continue to page 6. Ask students to tell you two things that the children have done at football school so far.

- Read to page 8. Ask students to find the comma on the page and model briefly pausing when you reach it.
- Read to page 12. Find the exclamation mark. Ask, *How would you say that sentence in real life?*
- Look at pages 14–15. Practise reading the text with expression to show that the boy was happy.
- Read to the end of the story. Ask, *What was your favourite part of the story?*

Comprehension

- How did the boy feel when the ball went into the goal? (*Literal*)
- Do you think the boy is friends with Sam and Lina? Why or why not? (*Inferential*)
- What do you think the boy did after football school finished? (*Inferential*)

Follow-up Activities

- Discuss what a cartoon is and how it is different from the way the factual recount was presented. List the main events in the story with students. Allocate one event to each student or pairs of students and have them draw a cartoon of the event. Collate their drawings into a book and compare it with the original.
- Make a simple concept map about sport. Write the word *sport* in the centre and, in circles around the outside of it, list the sports that students play. For each sport, discuss the equipment needed and list these in a circle connected to the relevant sport. Ask students to identify sports that use the same equipment and connect these on your concept map.
- Talk about the different schools that people attend outside of regular school, such as language schools, cooking schools, circus schools or acting schools. Ask students to choose one school they would like to go to and support them to write a sentence about what they would like to learn there. Students can then draw a picture to go with their writing.
- Look at the pictures of the main character in the text. Ask each student to make one statement about how he looks, acts or what sort of person they think he is. Encourage students to find words or pictures in the text that support what they are saying about him.

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Learning Intentions

- We are learning to summarise what we have read.
- We are learning to read with expression.

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Success Criteria

- I can retell the main events from the story in order.
- I can change my voice when I read an exclamation mark.
- I can pause when I reach a comma.

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Guided Reading Notes

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