

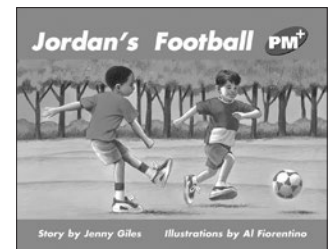
Jordan's Football

PM Level 12

Green

Text Type Narrative

Running Words 209



Preparing for Guided Reading

Orientation to the Text

- This first book about Jordan and Kris centres on a bullying incident. Children who have experienced similar tactics will understand Jordan's dilemma. Authenticity is enhanced by the use of the present tense.

Prior Knowledge

- Discuss some of the bullying situations that students have experienced. Talk about actions that they could take to resolve such situations.

Key Language Structures

- Conjunctions are used to join clauses, e.g. *Kris kicked it back, and it went over by some trees.*

Building the Balanced Reader

Vocabulary

Key High-frequency Words

around, don't, men, stop

Content Words

football, park

Decoding

- Encourage automatic recognition of high-frequency words. Remind students that this allows them to focus on meaning.
- Ensure students are transferring their phonemic awareness and knowledge of letter-sound relationships when decoding or confirming unfamiliar words.

Fluency and Phrasing

- Observe students' ability to integrate meaning, language structures and visual information as they read. Remind them to crosscheck, confirm or self-correct by re-reading or reading on to gain meaning.
- Emphasise attending to dialogue as an aid to meaning. Locate quotation marks and identify the speakers.
- Encourage students to gradually improve their abilities at processing printed text. Ask, *What did you notice when you said ... ? How did you know that word was ... ?*
- Ensure students respond to punctuation within and at the end of sentences.

Focusing on the Book – Guided Reading

- Introduce Jordan and Kris. Discuss the cover illustration and the game they are playing.
- Talk about how parks have spaces for children to play. Reinforce the important supervision that an adult or older family member provides.
- Ask students to predict the actions of the older boy.
- Have students comment on the actions, body language and feelings portrayed by the main characters. Point out that although Jordan is looking upset, he is still standing up for himself.
- Discuss the relief felt by the younger boys when the joggers came closer. Talk about how quickly the 'bullies' ran off when they realised Jordan's dad really was near!
- Revise and expand the contractions *I'm, I'll, let's, that's, can't, he's, Don't.*
- Revise the role of adverbs in adding meaning to the verbs in the text, e.g. *away, around.*
- Discuss possessive apostrophes: *Jordan's dad, dad's friends.*
- Revise verb endings: *ed – laughed, kicked, called.*

Comprehension

- Where was Jordan's dad going? (*Literal*)
- Why did the big boy laugh when he took Jordan's ball? (*Inferential*)
- How did Jordan get his ball back? (*Inferential*)

Follow-up Activities

- Re-read the story, drawing students' attention to the dialogue between the characters. Paint a park background on a large piece of paper. Ask students to draw the events of the story on smaller pieces of paper. Paste these onto the background. Help students write the dialogue between the characters in speech bubbles.
- In pairs, invite students to role-play possible bullying situations. Use these situations to talk about different types of bullying tactics, and discuss how students should best respond to them.

Learning Intentions

- We are learning to read longer sentences that have more than one clause, with the correct phrasing and fluency.
- We are learning to use different strategies to help us decode unknown words.

Success Criteria

- I can read sentences with more than one clause, using correct phrasing and fluency.
- I use letter clusters, such as digraphs, to break words into small parts to help me decode unknown words.

Guided Reading Notes

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