

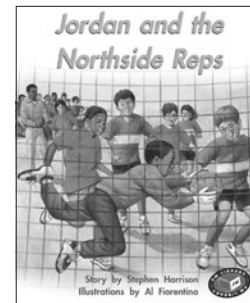
Jordan and the Northside Reps

PM Level 24

Silver

Text Type Narrative

Running Words 948



Preparing for Guided Reading

Orientation to the text

- Re-read other stories about Jordan, Kris and Liam – *Jordan's Lucky Day* (PM level 18) and *Jordan's Catch* (PM level 20). Discuss the different ball games that they like to play.

Prior knowledge

- Jordan wants to play for the Northside Reps, but the only position available is that of goalkeeper. Jordan doesn't usually play in this position, but he tries out anyway. Will he get into the team with his friends?

Building the Balanced Reader

Vocabulary

Key vocabulary

dismay, excellent, finished, practice, practise, realised, regular, suppose

Content Words

announce, congratulations, defender, nervous, outstanding, refereeing, representatives, selection, striker

Decoding

- Recognise high-frequency words.
- Apply a range of skills to process and decode unfamiliar words.
- Use prediction of events and associated vocabulary to gain a deeper understanding of the text. Provide support and encouragement when necessary.

Focusing on the story – guided reading

- Examine the cover and title page illustrations. Ensure that students know that only the best players are selected for the Reps team. Discuss the word *representative*.
- Discuss the terms *defender* and *striker*. Point out that a defender's role is to intercept and tackle, whereas a striker's role is to kick goals. Remind students that the object of the game is to score goals.
- Examine the illustration on p. 5 and discuss how Jordan must be feeling. Discuss the role of the goalkeeper.
- Ask students to search the text to explain why Jordan doesn't want to try for the goalkeeper position.

- Discuss the encouragement given to Jordan by his friends on pp. 8–9.
- Study the facial expressions in the illustration on pp. 10–11. What has made Jordan change his mind?
- Discuss the word *compete*. Have students predict what will happen next.
- Ask students to read pp. 14–16 to check their predictions. Encourage them to explain why Jordan had an *outstanding trial*.
- Distinguish between the use of the noun *practice* and the verb *practise* in the text.
- Clap, say and write words as syllables, e.g. *sel/ect/or, con/grat/u/la/tions, ev/er/y/one, pos/i/tions, ref/er/ee/ing*.

Comprehension

- How was the Northside Reps team being chosen? (*Literal*)
- Why did Jordan change his mind about trying out for the goalkeeper's position? (*Inferential*)
- What did Jordan do to ensure he played well at the selection for goalkeeper? (*Applied Knowledge*)

Follow-up activities

- Ask students to relate occasions when they have made one decision, but after thinking about it some more, they changed their minds. What does this tell us about making important decisions?
- In small groups or pairs, ask students to write another chapter about a training session with the Northside Reps and how they prepare for their first Rep match of the season.

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Learning Intentions

- We are expanding our range of known high-frequency words, and using multiple skills and strategies to decode the text.
- We are learning to make predictions about the text and can discuss potential solutions to the problem encountered by the characters.
- _____

Success Criteria

- I can use my knowledge of high-frequency words, and other skills and strategies to assist me in decoding the text.
- I can predict events in the text and offer potential solutions to the problem that occurs in the text.
- _____

Guided Reading Notes

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