

Late for Football

PM Level 11

Blue

Text Type Narrative

Running Words 182



Preparing for Guided Reading

Orientation to the Text

- Talk about football as a sport that is played worldwide. Have some coloured photographs showing players in different football uniforms, with different shaped balls and goal posts. This should clear up the problem of the word *football* covering several different codes.

Prior Knowledge

- This is the second story about Tim and his friend Michael. This time they are about to play football. There is a panicky rush in Tim's home because the family slept in on a Saturday morning.
- The sentences in this book are often short utterances that emphasise the tension. There are many opportunities for students to practise putting stress on words printed in bold type.

Key Language Structures

- Short sentences create the effect of tension in the text.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

do, find, jumped, now, opened, Then

Content Words

banana, boots, door, shirt, shorts, socks, window

Decoding

- Recall most high-frequency words.
- Use connections between letters, sounds and/or spelling patterns to decode unknown words.
- Use letter-sound relationships in conjunction with meaning to decode unknown words.
- Self correct by re-reading a word/sentence.

Fluency and Phrasing

- Locate familiar words to help develop smooth reading.
- Apply change in voice to reflect punctuation mark, e.g. the different pause for a full stop compared to a comma.

Focusing on the Book – Guided Reading

- Read the title and p. 2 to students. Discuss the urgency that is already apparent.

- Study the illustrations on pp. 5–9. Talk about Tim's panicky feelings about getting to football on time.
- Discuss Mum's calm responses and actions.
- Read p. 10 together identifying the new problem that has arisen.
- Direct students to read to the end of the story independently to find out how this problem was solved.
- Use voice intonation to convey meaning. Revise the fact that bold print means 'Use a louder voice'.
- Revise the names and purpose of punctuation symbols, e.g. exclamation mark, question mark, speech mark.
- Revise the use of questions and answers in developing the story.
- Use **PM Alphabet Blends** to revise the digraphs *th*, *wh*, *sh*.
- Expand the contractions *can't*, *I'm*, and *It's*.

Comprehension

- How did Tim know he was late? (*Literal*)
- Why didn't Tim see the ball by the door? (*Inferential*)
- How did Michael's dad and Tim's mum help the boys to get to football? (*Inferential*)

Follow-up Activities

- Role-play the story *Late for Football*. Read the story as a play. Look closely at the punctuation. Demonstrate, on the whiteboard, how the story can be written as a play. Identify the characters and include a reader. The story could be written out by the teacher in the form of a play. Photocopy this new format for each student. Perform the play to the class.
- Make the story into an enlarged comic strip for the wall.
- Recount, orally, family experiences of rushed and stressful situations. Record these ideas for students to illustrate later.
- Talk about, and list, events or situations that students must attend at specific times on certain days. Discuss why we need to arrive on time. Discuss what is meant by being early or being late for an event.
- Make a pictorial timeline of class events for that morning or afternoon.
- Play the game 'What's the Time, Mr Wolf'?

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Learning Intentions

- We are learning to remember information to help us understand what we are reading.
- We are learning to self-correct our reading when we make a mistake.

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Success Criteria

- I can retell what I have read in sequence.
- I can stop reading and re-read a word/sentence again to problem solve or confirm the text.

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Guided Reading Notes

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