

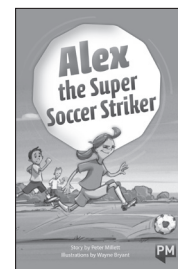
Alex the Super Soccer Striker

PM Level 25

Emerald

Text Type Narrative (Imaginative)

Running Words 1951



Preparing for Guided Reading

Prior knowledge

- Discuss with students what they know about soccer, and what the job of a striker is in a soccer team.
- Have students discuss some of the difficulties girls and boys still face in pursuing activities that have long been thought of as specific to one gender.

Orientation to the text

- In this story, Alexandra has just started at a new school. She wants to be chosen for the soccer team, but other students are cynical about her abilities. Alex surprises everyone with her skills and is chosen to play alongside her main detractor in the team.

Building the Balanced Reader

Grammatical conventions

- Discuss and compare the use of dashes and ellipses to create different rhythms and effects in dialogue, e.g. in Zac's speech at the bottom of p. 31.
- Highlight the way that one- or two-word sentences within dialogue create intrigue and show characters' personalities, e.g. "Interesting," Mr Simpson said; "Maybe," she whispered; "Uh-huh," said Zach, thoughtfully.

Vocabulary

Key vocabulary

bellowed, breathless, clipboard, defenders, dribbling, energetically, expression, goalkeeper, halfway, neighbourhood, nickname, noticeboard, striker, touchline, whiteboard

Spelling

- Elisions in speech make the characters' dialogue sound more natural, e.g. Zac nodded. "Alright, let's see what you can do then."
- Talk about the *l* sound at the end of words, e.g. *dribble*, and how this sound is the same as the *l* sound in *travel*, despite their different spellings.

Visual literacy

- Direct students to look at the illustration on p. 12 and analyse Zac's body language. Ask, *What does this tell you about Zac's opinion of himself when it comes to soccer?*

Focusing on the book – guided reading

- Discuss why the final paragraph on p. 4 is a good expression of how Alexandra is feeling, in the way that it shows us her emotions through her face and her movements, rather than by simply telling us how she feels.
- After reading p. 9, have students suggest what Alexandra means when she whispers "Maybe".
- Talk about the gear the students wear when they play soccer. Ask students if they have ever worn shin guards before, and why they would be so important in a game like soccer.
- After reading p. 19, ask students why they think Alexandra responds to Zac with a broad smile. Is there something she is not telling him?
- When students have read p. 20, ask them if they think Zac knows who Leonardo Rezzi is.
- Talk about the good sportsmanship shown by Zac at the end of the game, even though he has previously felt threatened by Alexandra's abilities.

Comprehension

- What position did Alex play in during the trial game? (*Literal*)
- Why did Zac guess that Alex probably played hockey or netball? (*Inferential*)
- Why do many children want to be like sports stars? (*Applied Knowledge*)

Follow-up activities

- Have students write an account of what they think will happen immediately after the events on p. 32. Does Alex's team win the game?
- Ask students to choose one chapter from the book and re-write it in a first-person voice, from Alex's perspective.
- Have students come up with a book title for a story of their own, using their own name in the title, and alliteration to make the title memorable.

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Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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Guided Reading Notes

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