



Level 6 Book e

Getting Ready for Soccer



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Level	6
Word Count	106
Text Type	Factual recount
High Frequency	after
Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

Cover & Title Page



Direct the children's attention to the pictures and ask the children what they think this book is going to be about.



Read the author's name. Why is there a name here? Identify book conventions. Read out the words *Photographed* by and ask if the children know what this means.



Check reading strategies with the children. Remind them to match one spoken word with one written word as they read.



Discuss soccer with the children – if they like it, watch it at home, play at home, or at school. Talk about why soccer is a popular sport.

AFTER READING

BEFORE READING

2/3

Ask the children to describe what is happening in the picture. Encourage the children to take cues from the picture to guess what might be happening before they read the text.

Ask the children to identify the word *After* in the text before you read it out to them.



After school,
Mum and I go shopping.
I like shopping.

AFTER READING

Talk to the children about what kind of shop the boy and his mother might be going to. Encourage the children to talk about the items they may buy and give reasons.

Have the children point to the word that begins with *sh*. When they identify *shopping*, ask them to tell you what two letters make that sound. Think of other words with the same blend. Then point out the *ing* suffix in *shopping* and discuss.

BEFORE READING

4/5

Ask the children to look at the picture and say which shop the boy and his mother went to first. Ask the children to explain why they went to this shop, supporting their answer with a reason – the boy needs boots to wear for the soccer game.



We go to the shoe shop.
I need new boots to play soccer.
Mum needs some new boots, too.

AFTER READING

Encourage the children to guess what type of boots Mum wants. Are they the same as the boy's boots? Why?

Ask the children to identify the two *sh* words in the text. Ask them to find another word where two letters together make the sound *pl*. Have them think of words that begin with or include *pl* and put them in sentences. Next, point out the *s* ending of *needs*. Discuss other words with the same ending.

Can the children work out which shop the boy and his mother are in now? Have them give reasons – what might they need to buy there?



Ask the children what kind of shops they needed to go to recently, explaining what they needed and why.

Ask the children to point to the words *have* and *After*, and say them aloud. Have them listen to the *a* sound in the words. How are they different? Explain that one is a short *a* and the other is a long *a*. Which long vowel sound does the word *clothes* have?

Invite the children to work out which shop they are in now. Have them give reasons for going there and say what they might buy.



Talk about the different kinds of things found at a chemist's shop. Encourage the children to think of things other than medicines.

Ask the children to point to the word *chemist*. Identify the *ch* sound and how it differs from its sound in *cheese*. Identify the word *mouthguard*. Ask the children to say which two words have been joined to make this compound word and explain their meanings.

BEFORE READING 10/11

Invite the children to say where the boy and his mother are now. Try to think of reasons why they may have gone there.



AFTER READING

Look at the expressions on the characters' faces. What do they tell the children about how the characters are feeling? Discuss how the children would feel if they were at a book shop.

Identify the capital letters, full stops, and comma, pointing to them as you read. Emphasise the pauses to demonstrate their function.

BEFORE READING 12/13

Ask the children to describe what is happening in this picture. Discuss what the boy and his mother are using the boot of the car for.



AFTER READING

Review the full stop, capital letter, and comma. Ask the children to read this sentence out, pausing at the right places. Conclude by explaining the difference between a comma and a full stop.

Ask the children to review all the things that have been bought, and recall the places they were bought from. Encourage the children to use the book if they have forgotten.



Ask the children to point to the words *on*, *and*, and *in*. Identify the three different short vowel sounds. Together, brainstorm words that include these short vowels. Encourage the children to turn to a friend and each make a sentence with the words. Share the sentences with the group afterwards.

Ask the children to explain what this page is used for. What do these words and numbers mean?

Have the children read the book again and tell you their favourite page, giving reasons for their choice.

Index	
book.....	10, 14
boots.....	4, 6, 14
mouthguard.....	8, 10, 14
shorts.....	6, 8, 14

Talk about the use of an index and how it helps us locate specific information. Ask the children to use the index to locate one of the words on one of the pages.

Ask the children to point to the compound word and then the word with the *sh* blend.

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Write some words that have the *sh* sound
and the *pl* sound.

shop

play

Add different endings to *play* and write
the new words.

ed

ing

er

s

6 e Getting Ready for Soccer Name _____

These sentences are all mixed up.

Cut them out and put them in the right order.

Write them on the lines below.

We go home and I read my book.

We go to the shoe shop.

We go to the chemist.

Mum and I go shopping.

We go to the book shop.

1. _____

2. _____

3. _____

4. _____

5. _____