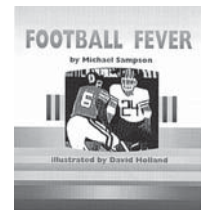


Football Fever

by Michael Sampson

illustrated by David Holland



Book Summary

In this action-packed poem, a blimp lumbers over a football stadium as the halfback lights up the field, scoring the winning touchdown.

Features of the Book

- The alliterative “f” in the title.
- The use of technical terms – “snap,” “end zone,” and “touchdown.”
- Names of player’s positions – “quarterback” and “halfback.”
- The range of interesting verbs – “toss,” “zig and zag,” “weave,” and “spring.”
- The end rhymes of the couplets.
- The compound words – “touchdown,” “daylight,” “football,” “quarterback,” and “halfback.”
- The pennant, pompoms, and cheerleaders.

Purpose

Football Fever can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** recognizing and reading one- and two-syllable words;
- S** discussing new vocabulary and extending understanding;
- S** writing using a variety of sentence lengths to create mood;
- S** developing the skill of writing using a range of word choices.

Introducing the text

Discuss the cover illustration.

– *What kind of game is this? How can you tell?*

Talk about the special clothing and why it is needed. Read the title and the names of the author and illustrator together.

– *What does the word “fever” usually mean?*

Reading the text

- S** Recognizing and reading one- and two-syllable words.

- S** Discussing new vocabulary and extending understanding.

Title page

– *Who are these people? What are they holding?*

Pages 2 and 3

– *How does the game start? Who knows what a “snap” is? What is the name of the player who makes that move? Who does he pass to?*

Pages 4 to 7 – Ask for words to describe the movements shown in the illustrations.

– *How do you run when you “zig and zag”?*

Pages 8 and 9 – Look at the picture.

– *Who knows what this is called? What does the message say?*

Pages 10 to 14

– *What kind of movement is “weaving”? What do you do if you are “springing”? How would you describe the way the player is moving on page 12?*

Pages 15 and 16

– *Does everyone know what a touchdown is? How is everyone feeling here? Who are the people waving the pompoms? What is their job?*

Children now read the book independently.

Revisiting the text

Look at the alliterative “f” in the title.


– *Why might the author have used two words that start with the same letter?*

Have the children read the title aloud. Think of some other examples of alliteration, for example, “super sunday.”

Following Up

- S** Writing using a variety of sentence lengths to create mood.

- S** Developing the skill of writing using a range of word choices.

 Write about a similar action-packed event. Suggest that the children use the format of the book to keep new text short and snappy. Choose vocabulary that conveys the excitement and action of their event.

- E** Complete the blackline master opposite.