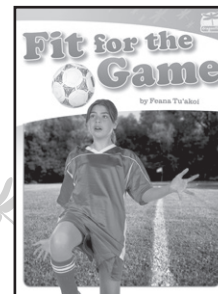


Fit for the Game

by Feana Tu'akoi



Overview

In this book, a girl describes her love of playing soccer. Vivid photographs and a simple first-person narrative convey the message that preparing for a game helps you improve and stay in shape as well as have fun. (Big idea: People take care of themselves by doing exercise.)

Suggested purposes

This book supports the following **comprehension strategies**:

- making inferences **INF**
- summarising the main ideas. **SUM**

It supports the following **non-fiction strategies**:

- using photos to get information
- using diagrams to give visual understanding of vocabulary
- using a timetable to organise information
- using a glossary (boldface type).

Key vocabulary

The vocabulary that is focused on includes:

- Anchor words – *exercise, healthy, playing, sports*
- Content words – *ball, boots, breakfast, cheese, defender, dinner, energy, feet, food, forwards, fruit, game, goals, job, jog, legs, lunch, midfielders, milk, pasta, position, shin guards, shirt, sleep, soccer, team, training, uniform, vegetables, water, yard*
- High-frequency words – *all, as, down, from, has, have, make, now, see, some, too, what, when*

Features of the text

- Non-fiction features:
 - cover flap, which provides support for identifying the big ideas and anchor words
 - the topic (exercise), which expands on pages 12 and 13 of the anchor book *Taking Care of Yourself*
 - preview question on the back cover
 - specialised vocabulary – *defenders, forwards, midfielders, position*
 - timetable
 - diagram
 - glossary (boldface type)
 - labels
 - close-up photos
- Word study:
 - initial consonant blends – “sp-”, “pl-”, “bl-”, “sc-”, “dr-”, “tr-”, “pr-”, “br-”, “gr-”, “st-”, “fr-”, “sl-”
 - final consonant blend – “-st”
 - digraph sounds – “th”, “sh”, “ch”, “wh”
 - contractions – *I’m, it’s, I’ve, we’re*
- Exclamation marks
- Commas
- Descriptive language – *fit for the game, stay in shape*



Setting the scene

- If you have already introduced the topic using the whole-class lesson plan and the anchor book (*Taking Care of Yourself*), you can review the discussion and show the students pages 12 and 13 of the anchor book.
- Talk about sports and what we might do to get ready to play a game. Prompt the students by using the vocabulary in the book.
 - *What sports do you play?*
 - *What do you do to practise?*

ELL support

ELL students best develop their listening abilities when they have multiple opportunities for one- and two-way communication. When you are creating activities, think about the ways to plan purposeful student-to-student, teacher-to-student, and student-to-teacher talk.

Introducing the book

Front cover – Discuss the photograph. *What is the girl doing? What do you know about this game?* Read aloud the title.

Back cover – Read aloud the preview question. Help the students to make connections with the preview question and their own experiences.

Using the flap – Read aloud the text on the flap, and (if relevant) remind the students that they have read this in *Taking Care of Yourself*. Read aloud the anchor words on the other side. Tell the students that they can point out the words when they find them in the book. Ask them to leave the flap open as they read.

Title page – Read aloud the title. *What do you think this book will be about? How do you get fit for a game?*

The first reading

INF **Pages 2 and 3 – (Making inferences)** *What can you tell about the girl from the text and the photographs? (she likes soccer, she's in a team that plays in a competition) Point to the photograph on page 3. What is this? (a timetable) What information does it give us? How would she have got the information? (by email or online) Find her team on the list. Who will her team play? What time is her game? Discuss any sports the students play and the names of their teams.*

Page 4 – Support the reading of words such as “position”, “defender”, “midfielders”, and “forwards”, if necessary. Point out that “position” is in bold. *Why is this word in bold? (it's an important word whose meaning is in the glossary) Look up the definition in the glossary.*

Page 5 – *What does the diagram show? (soccer field) What do the dots show? (players) Which team does the girl play on? (blue) How do you know? (blue colour, “me”) What are the red dots? (other team) Which position does the girl play? Put your finger on her position. Discuss the other positions. How does the diagram help you understand the positions? (simplified version of the text, shows the relationships between the positions)*

INF **Pages 6 and 7 – (Making inferences)** Discuss the photographs. *What is the girl doing now? Who do you think these people are? Why do you think she is doing these activities? What does “like we do in training” mean? (She*

trains with her team and a coach and does the same activities at home.) Help the students use the glossary to clarify “dribble”, “training”, and “head”. Point to the words that tell you that she is preparing for the game? (practise: Some days, I go for a jog.) (Summarising) Why does she practise? (It's important to be in good shape to play on a soccer team.)

Pages 8 and 9 – Discuss how healthy food helps keep her fit. Identify the foods in the photo. **(Making inferences)** *Which would you eat for breakfast? For lunch? For dinner? Why are these foods in the photos? (Summarising) Draw out the idea that these foods give us energy.*

Pages 10 and 11 – (Making inferences) Discuss the photographs on page 10. *How do the close-up photos help you understand the meanings of “shin guards” and “grip”? Why is it important to wear shin guards and boots? Use the glossary to clarify the meanings of “uniform”, “shin guards”, and “grip”. What does the cloud picture on page 11 show you? (dreaming) What do you know about this girl? (She's happy that she is prepared so she will hopefully play well) (Summarising) List the things she did to get ready for the game (trained, jogged, ate and drank healthy foods, had a good sleep, found out when the game was). If she just did two of these things would she still be in shape for the game? What message does the author give us about the girl playing soccer? (Playing soccer keeps the girl fit and healthy and happy.)*

Vocabulary activity

Focus word: practise

1. Turn to page 6 and read: *During the week, I practise in the yard.*
2. Say "practise" with me.
3. Explain that practise describes doing an activity again and again to get better at it. Another word for "practise" is "rehearse". *The girl in this book practises her soccer skills so she can play her best and help her team.* Explain that if you don't practise a skill, you might get bored or frustrated because you're not improving.
4. Tell the students that people practise different kinds of skills. Artists, doctors, mechanics, and teachers practise their skills so they become better at what they do. Sometimes you can practise by watching someone else and remembering what they did.
 - *A baker may practise baking cakes at home before she sells them in her shop.*
 - *A doctor may practise listening to different heartbeats on a computer to understand what they mean.*
 - *The prime minister may practise his or her speech before saying it on TV.*
5. Do the following activities:
 - Write a tongue twister on the board, for example, six silly sausages sizzling in the pan. Ask the students to practise saying it in pairs. They can then share their progress with the class. For example, "When I practised the tongue twister, I [got muddled/got better]." Ask for volunteers to demonstrate. *Did practising help you improve? How? Did practising help you enjoy saying it?*
 - Practise other activities such as skipping, balancing, and ball activities.
6. *What is the word we've been learning that means doing an activity again and again to get better at it? Say "practise" with me.*

ELL activity

Language objective: Summarising the main ideas using a graphic organiser

- Tell the students that they are going to reread the book. As they read, you want them to think about the important things that happen in the story. After you have finished reading, you are going to summarise the story.
- Read the story with the students.
- Give the students the following graphic organiser. Tell them that it will help them record their thinking. This activity can be done as a group or in pairs depending on the students' abilities.

Fit for the Game			
What sport did the girl play? What was her job on the team?	What did she do to get ready to play soccer? What exercise did she do?	What did she do to stay healthy?	What did she do to get ready for her soccer game?

- The students can record their answers as short phrases or words or drawings.
- Model how you would complete the first column. Demonstrate how the students can use their books to help them record their answers.
- When they have completed the chart, they can share their answers.
- To extend this activity, the chart could be rewritten so that the students answer the questions from a personal perspective. *What sport do you play? What is your position in the team? What exercise do you do? How do you stay healthy? What do you do to get ready for a game?*

Ideas for revisiting the text

1. Review and check

- Listen as the students reread the text, observing their fluency and decoding strategies.
- Review the anchor and content words. Check that the students know what each word means and how it is used.

2. Stop and learn

a. Decoding/word attack activities

Practising onset and rime

- Write "play" on the board. Have the students say it with you.
- Ask them to identify the letters "ay". Note that this sound makes a long vowel letter "a".
- Have the students think of other words that rhyme with "play". Use these to build a word family on the board. (clay, day, hay, lay, may, pay, play, ray, say, spray, stay) Put them on the word wall.

BLM – Practising writing onset and rime patterns

The students can practise writing new words using onset and rime patterns. They can write the correct words in the spaces provided, then write a sentence using two or more of the words.

Practising changing tense by adding “ing” and “ed” to words

- Write “I can play” on the board. Underline “play”. Have the students read aloud the sentence.
- Explain that you want to write “I am playing the game”. Write the sentence on the board with a space for “playing”. (I am _____ the game.)
- Explain that you want to write “I have played the game”. Write the sentence on the board with a space for “played”. (I have _____ the game.)
- Repeat with “practise”.
- Remind the students that if a word ends in an “e”, then it needs to be deleted before adding “ing”.
- Practise with other words from the book, such as “score”, “sleep”, and “train”.

b. Comprehension activities

- Discuss how the words and photos tell us that playing soccer can be fun. *How do we know that the girl enjoys soccer?* (talks about it, has a smile on her face, practises a lot, and even dreams about it) Explain that the book shows that preparing for a game can be fun. *How does the book tell us about being ready for the game?* (The girl exercised to keep in shape, ate healthy food, and had a good sleep.)

BLM – Using headings to organise information

The students can match the headings with the sentences. They can cut out the sentences and paste them under the appropriate heading. Then they can write about how they get ready for a game.

c. Writing activities

Have the students write:

- about a sport they have played
- a list of the gear needed for a favourite sport
- rules for a game
- a journal entry about an exciting game they have played
- a list of healthy foods
- action words that describe movements used while playing sport – kicking, dribbling, running, leaping, dodging.

3. Suggestions for further activities

- Find out about foods that have long-lasting energy.
- Play a game for fun.
- Practise a physical skill every day to see how long it takes to improve.