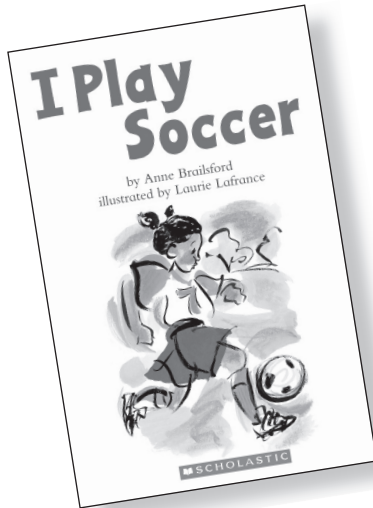


# I Play Soccer

Written by Anne Brailsford

Illustrated by Laurie Lafrance



**Text Type:** Fiction: Retell — Personal Account

**Guided Reading Level:** C

**Summary:** In this personal account, a girl describes how she handles the ball throughout a soccer game. The story ends with the girl scoring.

**Word Count:** 38

**High-frequency Words:** *at, I, my, play, the*

## Text Features

### Visual Literacy

- ▶ environmental print (sweater numbers)

## Text Supports

- ▶ illustrations support text
- ▶ some repetitive language
- ▶ one line of text per page
- ▶ consistent placement of text

## Possible Text Challenges

- ▶ specific soccer-related vocabulary
- ▶ common language used in unfamiliar context, e.g., *pass, hit*
- ▶ exclamation mark

## Reading Strategies

### Comprehension

- ▶ making connections: text to self
- ▶ predicting

### Working with Words

- ▶ using picture details to support word solving
- ▶ using picture and text cues to self-monitor

## Assessment Opportunities

Note each student's ability to:

- ▶ use context to predict words
- ▶ use picture cues to read unfamiliar words
- ▶ track print and demonstrate understanding of print concepts
- ▶ infer meaning based on pictures and prior knowledge

**Teaching Tip:** When assessing students' learning, make sure you observe them throughout the Guided Reading session and not just at the end.



## BEFORE READING

### Making connections: text to self/predicting

#### **Activating and Building Prior Knowledge**

Ask students if they have ever played a team game. Have them tell how they play their game and what they like about it. Ask how they get points for their team in the game they play. Hold up a copy of the book. Show the front cover. Ask, *What is the girl in the picture doing?* Read the title and say, *We knew that the girl was kicking a ball. Now we know that she is probably doing it as part of a soccer game.* Now show students the back cover and read the back cover text. Ask, *What do you expect to find out about in this book?*

### Word solving and building

#### **Overcoming Text Challenges**

Have students turn to page 3. Ask what the girl is doing with the ball in this picture. Lead them to articulate the word *throw*, then have them find that word on the page. Have students who play soccer explain what “throw” is in soccer.

On page 4 ask, *What do you think the girl is doing in this picture? Is she kicking the ball? Has she just kicked the ball? How can you tell?* Have a student familiar with soccer explain what *pass* means in this context. Ensure that students understand that it does not mean that the girl goes past the ball.

Help students sound out the last word in the sentence on page 5. Help them to understand that a soccer player can use his or her head to move the ball.

#### **ESL Note:**

Use soccer balls in the gym prior to reading the book to teach concepts such as kicking, passing, and scoring.

### Print concepts

Tell students that the title of the book is *I Play Soccer*, and that it is written by Anne Brailsford and illustrated by Laurie Lafrance. Read some pages aloud to familiarize students with the language in this book.

### Phonological and phonemic awareness

Remind students to focus on print cues. For example, ask, *What is the first sound in run? What is the first sound in kick?* Tell students, *Sometimes you can sound out a word, but if that doesn't work, look at the pictures.*

### Predicting

#### **Setting a Purpose**

Say, *Do you think the girl will be good at playing soccer? Let's read to find out if she's able to do what soccer players do, and if she can score a point for her team.*



## DURING READING

Ask students to turn to the first page, put their finger on the first word and begin reading independently. Listen to each student read and observe print tracking and word recognition behaviours. Offer prompts to help students problem solve as they read. Say, for example, *Can you use beginning sounds and the pictures to help you solve that word? Does the word sound right in that sentence?*

Note students' successful use of reading strategies and any difficulties they encounter. If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner whether their predictions were accurate.



## AFTER READING

### Predicting

Ask, *Did the girl score a point for her team? How do you know? Was she a good player? What makes you think so?* Confirm that the information we get as readers comes from the print as well as the pictures.

### Making connections: text to self

Ask, *What are some things the girl does with the ball that you do? Did you ever score a point for your team? How did you feel? Did you ever stop the other team from scoring a point against your team? How did that feel? If you play a different team game, what are the things about it that make you feel good? How hard is it to score a point for your team?*

### Word solving and building

Discuss problem-solving strategies that you observed students using. For example, *I noticed a lot of you paused at the word kick on page 7. I like the way some of you sounded it out.* Ask students to turn to page 7 and sound out *kick* together.

### High-frequency words

Write some of the high-frequency words from the story and add them to the class word wall. Encourage students to use them whenever possible.



### Home Links

Have students take home a reproducible version of this text. See [www.lpey.ca](http://www.lpey.ca).

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

### **My Game**

Have students use the BLM to draw or paint a picture of themselves playing soccer or another team game. Have students complete the sentence at the bottom of the page. Those who are able may wish to add another sentence indicating what they are doing with the ball.

### **Dramatizing Soccer Actions**

Gather students together as a group. Select students who are confident reading the book. Invite the readers to read a page or two aloud while other students act out the actions.

### **Discussing Numbers**

Ask, *What number is on the girl's sweater in these pictures? Do you think she always wears that number? Why? Why do players on teams usually have a number on their sweater? What other numbers can you find on other players?*

### **Word Building**

Use plastic letters to make some of the high-frequency words from the book with students. Build rhyming words for the word *play*.

### Making connections: text to self

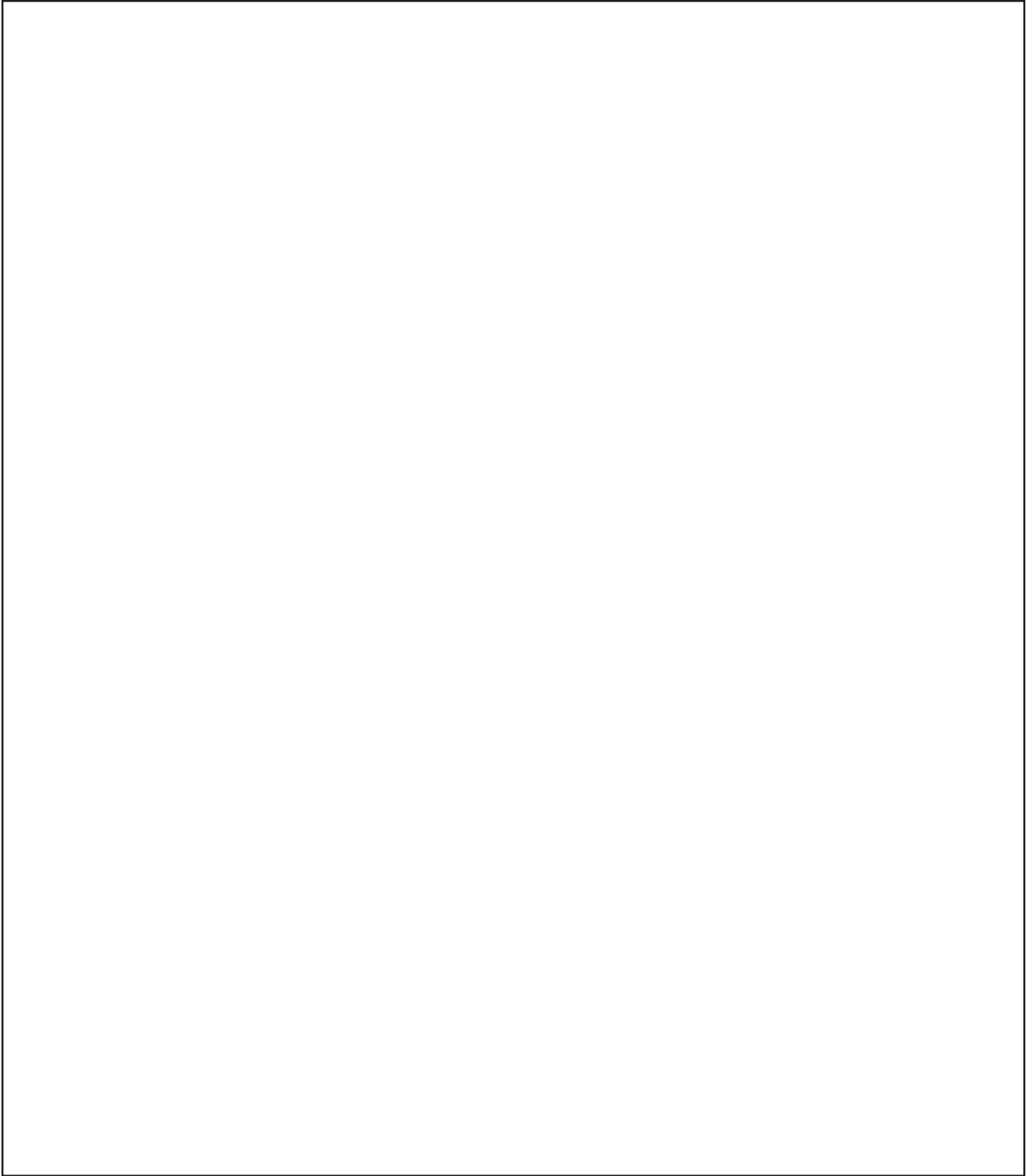
### Making connections: text to world

### Print concepts

### High-frequency words

# My Game

Name: \_\_\_\_\_



I play \_\_\_\_\_ .

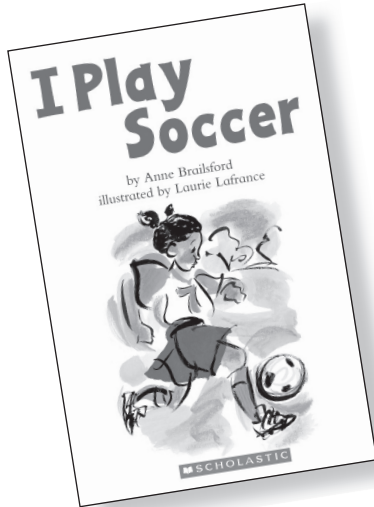
# I Play Soccer

Written by Anne Brailsford

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**Text Type:** Fiction: Retell — Personal Account

**Summary:** In this personal account, a girl describes how she handles the ball throughout a soccer game. The story ends with her scoring.



For more information on Small-Group Shared Reading, see the Reading Guide for kindergarten.

## Text Features

### Visual Literacy

- ▶ environmental print (sweater numbers)
- ▶ illustrations support text

### Print Concepts

- ▶ some repetitive language
- ▶ one line of text per page
- ▶ consistent placement of text
- ▶ exclamation mark

## First Reading

### Reading Strategies

#### Comprehension

- ▶ making connections: text to self
- ▶ predicting

#### Working with Words

- ▶ using picture cues to support solving unfamiliar words
- ▶ using known high-frequency words to support reading

### Assessment Opportunities

Note each student's ability to:

- ▶ participate by joining in with the reading
- ▶ make connections with the soccer theme
- ▶ predict how the story develops and ends
- ▶ identify selected high-frequency words
- ▶ use picture cues to support reading



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Hold up your copy of the book so that all students can see it. Look at the pictures on the front and back covers. Read the back cover text. Point with your finger as required. Ask, *How many of you play soccer? What do you do with the ball? What makes soccer a fun game? Is it hard to score a goal?*

### Text features

Say, *The title of this book is I Play Soccer, and the author is Anne Brailsford. The person who drew the pictures is Laurie Lafrance.* Point to the title, author, and illustrator as you say them.

### Predicting

#### **Setting a Purpose**

Say, *Do you think the girl will be good at playing soccer? Let's read to find out if she's able to do what soccer players do and if she can score a point for her team.*



## DURING READING

### Print concepts/ tracking print

Model print concepts as you prepare to read. Read the title on the cover matching each word clearly. Then say, *Let's turn to the first page.* Point to the first word and say, *This is where we start.* Begin to read, tracking the print as you go. Ask students to listen, and allow time for them to follow the pictures and words as you read.

### Building confidence/ language predictability

Starting at page 4, invite students to join in the reading. Pause before the action words *pass, hit, run, kick, score*, and ask students to predict what the words might be. Remind them to use the pictures to help them figure out the words.

### Language predictability

Pause at challenging vocabulary and ask questions to explore meaning, e.g., *score*.

#### **Teaching Tip :**

Small-Group Shared Reading allows the opportunity to demonstrate comprehension and word-solving strategies that students will be able to apply independently. Guide and support the group in feeling confident as readers and in seeing themselves as ready to read the text on their own.



## AFTER READING

### Predicting

Ask, *What did the girl do with the soccer ball? Were we right in our predictions about what would happen in the story? She did score a point for her team, didn't she?* Students' responses may be recorded on the chalkboard.

### Making connections: text to self

Ask students to turn to a partner and tell the partner what they like to do best when playing soccer, e.g., *kick, throw*. If there are students who have never played soccer, ask them to imagine what they would like to do while playing.

# Second and Further Readings

For rereadings of the text, give each student a copy of the book, but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we suggest that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

## Print Concepts, Book Handling, and Text Features

Give students opportunities to develop print concepts and to practise tracking print. Note each student's ability to do one or more of the following:

- ▶ locate particular words on a page (first word, last word)
- ▶ match one-to-one on each page
- ▶ track print from left to right
- ▶ move from left pages to right pages
- ▶ turn pages correctly
- ▶ frame and count the words on a page (to reinforce the concept of a word)

Prompt students as required before, during, and after reading.

### Text features

Review the title, author, and illustrator. Ask students to find this information on the title page.

### Print concepts

Look at the exclamation mark on the last page and discuss its function. Ask, *Why do you think there is an exclamation mark after "I score"?* Ask, *How do you think the author wants us to feel when we read this?* Reiterate that an exclamation mark signals us to read with excitement.

### Making connections: text to self

## Focusing on Comprehension

Ask, *How do you think the girl felt when she scored? How do you feel when you score a point for your team? How do you feel if the other team scores against you? What do you think is most important about playing team sports? Is winning most important, or is it more important to learn new skills, to make new friends, and to have fun?*

### Predicting

*What do you think might happen after the game? If you were this girl's friends, what would you say to let her know how you feel about her scoring?*

### Word solving and building

## Working with Words

Hold up the book and ask, *Who can show us where the word play is?* Have a volunteer find it and affirm that it shows up in the title, the title page, and the first page. Continue by having volunteers find other action words in the text. Students should use initial letters and the pictures to find the words.

**ESL Note:** Show students the word *I*. Have them show you other places in the story where the word *I* appears. Do the same with other high-frequency and familiar words: *at, ball, my, play, the*. Ask them if they can point to the letters and spell the word.



## Word solving and building



### Home Links

Have students take home a reproducible version of this text to read chorally with family members. See [www.lpey.ca](http://www.lpey.ca).

**Making connections:  
text to self/comparing**

**Making connections:  
text to self**

## Word solving and building

Make up a list of words that rhyme with *play*. When the list is complete, circle any words that follow a different spelling pattern (e.g., *weigh*) and point out that sometimes words that sound the same don't look the same.

## Rereadings

Provide opportunities for each student to reread the book with a partner.

## Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

### **Graphing Favourite Sports**

Make an enlarged bar graph with students to record their favourite sport. As students make their contribution, ask them to tell why that particular sport is their favourite. Have them compare their favourite game with soccer, describing what is the same and what is different.

### **Group Book**

Ask individual students or pairs of students to draw or paint pictures of the actions depicted in the story. Students who are able can label the picture with a simple line of text. For example, "I kick," "I pass." Collect students' pages into a book and place it in the Literacy Centre.

### **Word Building**

Have students use magnetic letters or letter cards to make as many words as they can that rhyme with *ball* (e.g., *all, call, small, tall, fall, hall, mall, wall*).