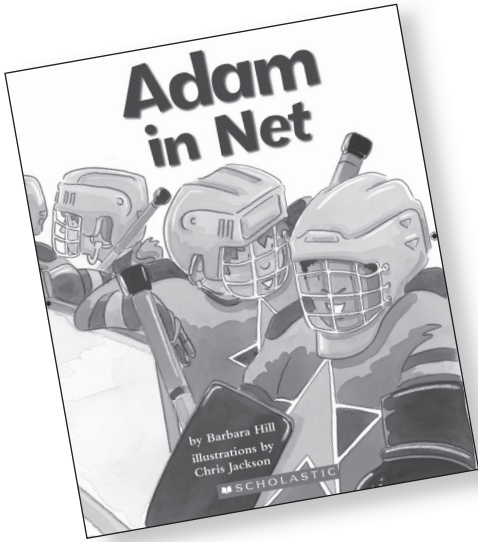


# Adam in Net



*Written by Barbara Hill*

*Illustrated by Chris Jackson*

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** E

**Summary:** In this book, Marcus helps his brother, Adam, gain confidence by helping him practise being a goalie.

**Word Count:** 106

**High-frequency Words:** *too, hard, again, game, every*

## Text Features

### Visual Literacy

- ▶ environmental print
- ▶ diagrams

## Text Supports

- ▶ illustrations that support the text
- ▶ repetitive language

## Possible Text Challenges

- ▶ some difficult vocabulary
- ▶ exclamation marks
- ▶ colons

## Reading Strategies

### Comprehension

- ▶ inferring
- ▶ synthesizing

### Working with Words

- ▶ using picture cues and prior knowledge to determine meaning

## Assessment Opportunities

Note each student's ability to:

- ▶ make inferences
- ▶ synthesize information from the text and illustrations
- ▶ solve unfamiliar vocabulary using picture cues, context, and prior knowledge

## Oral Language Opportunities

- ▶ sharing related personal experiences in a group
- ▶ predicting what the book will be about



## BEFORE READING

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

### *Activating and Building Prior Knowledge*

Invite students to share any experiences they have had with the game of hockey, as well as their favourite team(s). Bring in examples or show

pictures of a hockey stick, a helmet, a puck, a hockey glove, and hockey pads. Have students identify and discuss the purpose of the pieces of hockey equipment.

### Predicting/infering

Display the front cover of the book. Read the title, and author's and illustrator's names. Ask, *What do you think this book will be about?*

**ESL Note:** Remind students that “-ed” endings are usually pronounced “t.” Tell students that some verbs have irregular past tenses, then ask them for the past tense of *shoot*.

### Word solving and building

#### **Overcoming Text Challenges**

Hand out the books. Do a picture walk, implanting the language of the text. For example, have students turn to page 3. Point out the characters Marcus, Adam, and Patrick. Explain that Adam and Patrick play on a hockey team. Have students look at page 4. Say, *Patrick was the goalie this week*. Explain that each team member takes a turn at being the goalie. Ask students who are familiar with hockey to explain what a goalie does. Have students point to the word *goalie*. Continue this process for the other pages.

### Visual literacy

On page 5, point out the word *GOALIES* on the coach's clipboard. On page 12, point out the scoreboard. Ask, *What was the final score for each team?*

### Print concepts

Have students turn to page 6, and say, *When Adam was watching his friend Patrick act as goalie, he said, “That looks hard!”* Explain that the exclamation mark lets the reader know to read the sentence with a lot of feeling. Then have students repeat the sentence, imitating your expression.

### Infering

#### **Setting a Purpose**

Say, *Let's read to find out how Adam feels about being the goalie.*



## **DURING READING**

Ask students to read the story independently, thinking about the purpose that has been set.

Observe and listen to students as they read the text, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. For example, to check students' ability to infer, ask individual students once they have finished reading page 10, *Why do you think Marcus shot the puck at Adam?*

Take note of students' successful use of strategies and any difficulties they encounter.

Encourage students who finish reading before others to reread the story and then share with a partner how Marcus helped Adam.



## **AFTER READING**

### Infering

Ask, *How did Adam feel about being the goalie near the beginning of the book? How do you know that? How did he feel about being the goalie at the end? How do you know? Why do you think he changed his mind?*

## Synthesizing

Have students revisit the illustrations and discuss all the things Marcus did to help Adam (i.e., drove him to the game, carried the equipment, tied skate laces, practised shots with him, watched games, encouraged him).

## Word solving and building

Ask students what words they found challenging during their reading and how they were able to figure them out. Point out the positive reading strategies you observed. For example, you might say, *When Sonya came to the word glove on page 11, she looked at the picture and reread the sentence to help her figure out the word. Those are some of the things good readers do.*

## Print concepts/ tracking print

On separate pieces of chart paper, print the text from pages 5 and 12, following the format in the book. Model the fluent and phrased reading of the text from page 5. Say, *Listen to what I do when I see a comma.* Invite students to reread the text with you, pausing at each comma. Show the text from page 12 and follow the same procedure, using appropriate expression for the last sentence containing an exclamation mark.

**Teaching Tip:** You might wish to use a pointer to reinforce the concept of return sweep.

**ESL Note:** Write down reading strategies on chart paper for future reference.

## Rereadings

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

## Focused Follow-up

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

### ***Adam's Feelings***

## Inferring

Have students discuss the different feelings Adam had during the story (happy, worried, thankful, and excited). Have them provide support for their answers.

Then hand out the BLM, and have students draw pictures in each box to show what Adam was doing when he had each feeling.

### ***Contractions***

## Print concepts

Have students locate the word *don't* on page 7. Ask, *What two words does the word don't stand for?* Write on the board or use magnetic letters on a cookie tray to demonstrate how a contraction is formed. In pairs, have students look through other books they have read to find contractions. Have them make a list of the contractions and the words they stand for.

# Adam's Feelings

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

**Adam was happy.**

**Adam was worried.**

**Adam was thankful.**

**Adam was excited.**