

## Goal!

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Questioning, Clarifying, Summarising, Imagining</i></li> </ul>	<p><b>Decodable words</b></p> <p>a, Dad, got, it, Mum, wet</p>
	<p><b>Tricky words</b></p> <p>cold, cross, day, everyone, Floppy, goal, Kipper, miserable, tired, was</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

## Group or guided reading

### Introducing the book

- C** (*Clarifying*) Talk about the front cover. Ask the children: *What do you think the story will be about?* Find out if any of the children are interested in football. Do they support a special team? Ask: *Has anyone ever been to a football match?*
- C** (*Clarifying, Questioning*) Look through the pictures up to page 7 and talk about how the characters are feeling. Ask: *Are they enjoying themselves? What could happen that would make them enjoy the game?*
- C** (*Imagining, Summarising*) Look at the last picture. Ask: *Will that change the way everyone feels?*

### Strategy check

Remind the children to read from left to right.

### Independent reading

- Ask the children to read the story. Praise the children for recognising the high frequency words and characters.
- W** Encourage the children to sound out the letters from left to right to read the adjectives and find out how each character is feeling.

**Assessment** Check that the children:

- can read on sight the names of the characters, and the verb 'got'
- begin to read on the left side of the page
- attempt to sound out letters and blend when working out new words.

### Returning to the text

- C** (*Questioning, Imagining*) Ask the children to look at page 4. Ask: *How do you think Floppy is feeling?*
- W** Ask the children to point to the word that appears on every page from pages 2–8 ('got').
- C** (*Summarising*) Ask the children to try to remember why the family cheered up at the end of the story.

## Group and independent reading activities

**Objective** Show an understanding of the elements of stories.

- C** (*Clarifying*) Write the opening sentence from the text on the board. Explain how this sentence sets the scene, helping us understand the reasons for how everyone was feeling in the story.

**W** Remove the word 'cold' and talk about other words that could replace it, e.g. 'warm' or 'sunny'.

- Ask the children to write the sentence with their own adjective and draw a picture to show how they feel.

**Assessment** Do the children begin their sentences on the left side of the page? Can the children explain the reason for their chosen feeling?

**Objective** Know that print carries meaning and, in English, is read from left to right.

**C** (*Clarifying*) **You will need** a pre-prepared sheet with these sentences, but with a space for each adjective, e.g.

It was a ..... day.

Everyone got ..... .

- Write the missing words on the board. Ask the children to fill in the spaces with words that make sense.

**Assessment** Do the children reread their sentences to check they make sense?

**Objective** Read a range of familiar and common words and simple sentences independently.

**W** **You will need** these word cards: 'cold', 'wet', 'tired', 'miserable', 'cross', 'goal'. Jumble up the word cards. Ask the children to pick a card, and then to find the word in the story and read the sentence.

**Assessment** Do the children:

- notice the word 'cold' is used twice in the story?
- read the words before they find them in the text?

## Speaking, listening and drama activities

**Objective** Use language to imagine and recreate roles and experiences. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions.

- Ask some of the children to tell the class about times when they had a particular feeling. Ask: *What do you do when you feel like that?*
- Discuss how the family feels when Dad scores a goal on the last page. Ask: *Do you think Dad's goal makes them feel it was worth being wet and miserable for a while?*

## Writing activities

**Objective** Attempt writing for various purposes, using features of different forms. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

- Look closely together at the pictures of Kipper's face on page 5 and Mum's face on page 6. Discuss how the expressions on the faces show how they are feeling.
- Ask the children to suggest other feelings, and draw up a list for reference.
- Using suggestions from the children, model how to write a sentence about how you look when you feel cross, e.g. 'I look grumpy.' 'I look angry.'
- Talk about where to begin writing, and the need for spaces between the words.
- Children draw their own face showing an expression, and write what that expression is, e.g. 'I look sad.' Children label their drawing with the word for the expression.

**Assessment** Check that the children label their drawings correctly.

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