

Goal!

Before reading

- Talk about the picture under the title. Ask the children: *What do you think the story will be about?*
- Look through the pictures up to page 59-④ and talk about how everyone is feeling. Ask: *Are they enjoying themselves? What could happen that would make them enjoy the game?*
- Show the last picture. Ask: *Will that change the way everyone feels?*

During reading

- Ask the children to read the story.
- Praise the children for recognising the high frequency words and characters. Encourage them to use the pictures for clues to the adjectives.
- Ask: *How is Mum feeling? Why do you think she feels like that?*

Observing

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
- point to the words as they read them.

Group and independent reading activities

Text level work

Objective To be aware of story structures, e.g. actions/reactions, consequences, and the ways that stories are built up and concluded.

- 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.
- 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.

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

Sentence level work

Objective To use awareness of the grammar of a sentence to predict words during shared reading and when re-reading familiar stories.

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.

Observing Do the children re-read their sentences to check they make sense?

Word level work

Objective To read on sight the words from texts of appropriate difficulty.

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.

Observing Do the children notice the word “cold” is used twice in the story?
Can the children read the words before they find them in the text?

Speaking and listening activities

Objectives Speak with appropriate intonation; focus on the main point; make relevant comments; give reasons for opinions.

- Look at each picture in turn and talk about how the character is feeling.
- 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

Objectives To understand how writing is formed directionally, a word at a time; to write labels or captions for pictures and drawings.

- Look closely together at the pictures of Kipper's face on page 59-③ and Mum's face on page 59-④.
- 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.

Cross-curricular link

- ◀▶ Personal, social and emotional development: have a developing awareness of their own feelings and be sensitive to the feelings of others