

8 pages, 94 words

Genre: Realistic Fiction

Focus: Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- read with fluency and stamina
- use text and illustrations to visualize story events
- maintain comprehension over more text episodes

Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas

High-frequency Words:

and, are, with, their, is, the, her, to, he, his, and, it, she, where, will, go

Phonics:

- vowel digraph **oa**

Common Core Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

ELL/ESL

jGol! See back page

Guided Reading with

Goal!

Guided Reading Level: G

DRA Level: 12

by Barbara Flores, Elena Castro, and Eddie Hernandez

illustrated by James Florez

Overview: These friends have fun playing soccer. Read this book to see how they score a goal together.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you know about the game of soccer? Do you play?
- How might players on a soccer team work together?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: "Goal!"
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Have children predict how the players might work together to score a goal.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures. Ask them to describe what the players are doing on each page. Introduce any unfamiliar vocabulary or information about soccer if you think it's necessary.



3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, “What will you do if you come to a word you don’t know?”
- Encourage children to look at the pictures and the beginning sound of the word of the unknown word. Have them read on and return to the word after completing the sentence.
- Suggest that children also remember what they know about the subject or topic of the book and choose a word that makes sense in the sentence.

4. Be aware of the following text features:

- The book contains familiar words: and, are, with, their, is, the, her, to, he, his, and, it, she, where, will, go.
- The text gives a play-by-play account of a soccer team working together to move the ball from one end of the field down to the goal.
- Content-specific vocabulary words include: touchline, dribble, pass, crowd

Reading the Book

1. Set a purpose by telling children to read the book to find out how the soccer players work together to score a goal.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning

close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Have they begun to cross-check, using a variety of strategies, and to self correct?
- Do they rely less on the pictures and more on print when reading? Do they use multiple sources of information?
- Do they have a growing sight vocabulary?
- Do they use beginning, middle, and ending sounds to read unknown words?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from one line of text to the next when making a return sweep?
- Do they use punctuation appropriately and to gain meaning?
- Do they make more accurate predictions and confirm or revise them while reading?
- Can they connect the text to past experiences?
- Have they begun to draw conclusions and make inferences?

4. As children read, suggest a reading strategy if they are struggling: “Try rereading the sentence. Try looking at the picture to make sense of the print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children



to take a guess or read past the unknown word and return to it.

5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks and exclamation points as keys to reading with a particular kind of expression or inflection.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas.

After the First Reading

1. Have children confirm their predictions and talk about how the team worked together to score a goal.

2. Ask questions like:

- Who had the ball first? Where was she? What did she do?
- Who got the ball next? What did he do? What happened next?
- What different ways did the players move the ball from one end of the field to the other? What might the players have been saying to each other?
- What happened at the end?
- What do you think the word “dribble” means? How do you know?
- What do you need to know about soccer to understand this book? What would you explain to someone who didn’t know anything about soccer to help them understand this story?
- When Patty throws the ball back into the game to Pablo, why do you think he uses his chest to pass it rather than his hands?
- What do you think Patty, Pablo, Paco and Pamela’s coach might say to them after the game? Why do you think that?
- The title page shows the score for the game as tied at 0-0 and then page 5 shows 1-1. By the end of the story, what do you think the score was? How do you know?



- How do the team’s families show support for the players?
- What do you think will happen next after they score the goal? After the game?
- If Patty, Pablo, Paco, and Pamela’s team wins, what do you think they should do or say to the other team? Why?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.

2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student’s reading behavior.

Cross-Curricular Activities

Language: Have students take turns pretending to read the book as a “sports announcer” using a pretend microphone. If space allows, have other students act out the story events using a soft ball. Talk about how the author’s descriptions of events helps readers visualize what happens.

Review the sequence of events and discuss how the teammates work together. Brainstorm some words for the players to be saying as they play.

Provide students with some of the sentences

from the book to cut out, read, and match to illustrations depicting the action described.

List other words that include the vowel digraph **oa** besides “goal” for students to define and practice reading and using.

Have students write their own play-by-play account of a sports event.

Draw a diagram of a soccer field on the whiteboard or poster paper. As you point out various spots on the field, label them. Include: goal area, touchline (sideline), end line (goal line). Encourage students to create the diagram on their own papers and label as well.

Mathematics: Write story problems for students to solve about number of goals scored in a soccer game.

Give students different sports balls and have them compare the sizes and weights. Put the balls in order from smallest to largest.

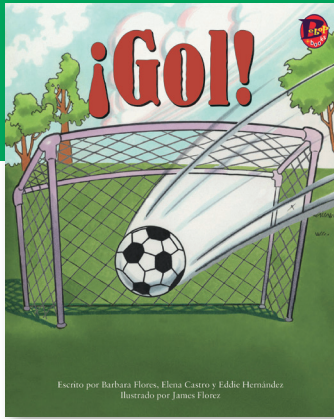
Social Studies: Learn more about the sport of soccer and how it is enjoyed around the world by reading aloud books, looking at maps, or viewing online content.

Have a discussion about cooperation and following the rules. Ask: “How do the members of a team work together?” Read other books about soccer and playing on a team. Then ask: “What job does each member of a team have? How is a family like a team? What jobs does each family member have?”

Physical Education: Play a game of soccer and practice some of the skills depicted in the story.



BEBOP CLASSROOM CONNECTION



Guided Reading Level: G
DRA Level: 12

Guided Reading with **¡Go!**

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their English-speaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

Noun Support

The players in the story use the following body parts during the game: las manos, los ojos (x2), el pecho, el pie (x2)

Print the different body parts on individual index cards. See the Verb Support portion of this guide for the activities to follow.

Verb Support

These actions are associated with each of the body parts in the story to describe the game: **tirarle** la pelota (las manos), **ve** la pelota (los ojos), **pasarle** la pelota (el pecho), **regatear** la pelota (el pie), **patear** la pelota (el pie), **ver** a dónde va la pelota (los ojos)

Print each of the action phrases on individual index cards. Present the illustrations from the story with the text covered. Have students match both the body parts with their corresponding action with the correct illustrations.

For students engaging with both English and Spanish texts, have students note that there is an exclamatory statement on the last page. In Spanish, the exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children's oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

Guided Reading Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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DRA (Developmental Reading Assessment) and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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