

The Basketball Game

GOALS

Comprehension

Connect to prior knowledge: What do you know about basketball?

Have you ever played it? Have you seen it played on TV?

Vocabulary

High-frequency Words: the, a, get, for, it, is, and

Content Words: green, player, ball, red, white, passes, shoots, goal, blocks, shot, catches, it's

Phonemic Awareness

Identify syllables in words and clap as they are spoken, e.g. play/er.

Phonics

Letters and Sounds: gr

Words to Blend and Segment: grit, grip, gran, grin, gram

Fluency

Students practise reading the book on their own and then orally to the teacher.



Read about and see the moves in this basketball game.

Before Reading

- Ask: What do you know about basketball? Have you ever played it? Have you seen it on TV?
- Students look at the cover and describe what they see. They predict what the title might be. Read the title to them and then read it together.
- From the cover photo and title students predict what the text might be about. Discuss if this will be a fiction or nonfiction text.
- Read the title page together. Talk about what is happening in the picture. Ask: What colour are the two teams?
- Talk/walk through the pictures. Discuss what is happening on each page. Bring verbs (action words) like *shoot*, *goal*, *block*, *catch* and *pass* into the conversation.
- Before turning to page 16 ask students how they think the book might end.

Reading the Text

- Read the cover and the title page together. On page 2 discuss which player is getting the ball, then read the words together, pointing to the words as they are read.
- Follow this pattern for each page discussing what the different basketball movements are and which colour player is doing the action before reading each page. Predict the ending before turning to page 16.

After Reading

Invite students to discuss the information. Prompt if needed.

- Discuss the ending. Ask how it makes students feel. Would they like to be basketball players?

Phonemic Awareness

- Students listen and identify syllables in words and clap as they are spoken, e.g. *play/er*.
- Together look in the text for one-syllable words to clap, e.g. *goal, green, red, white, shoots*. Have students clap two syllable words, e.g. *pass/es, catch/es, play/er*.

Phonics

- Recognise words that begin with the blend /gr/. Say the sounds /g/ /r/ separately, then blend together. Write cvc words *grit, grip, gran, grin, gram* on the board to practise blending and segmenting the sounds together as a group, e.g. /gr/ /i/ /t/ *grit*. Students use alphabet letter cards to illustrate the sounds and touch the letters as the sound is made for each. (Letters g and r combine to make /gr/.)

Word Study

- Talk about the words *the, a, get, for, it, is*. Print the flash cards from the inside front cover. Read them together. Ask students to locate and read these words in the book.
- On a piece of paper, students draw a picture of one of the pages in the book. Then write the matching sentence from the text, e.g. page 16, *It's a goal*.
- Talk about the word *it's* and what it is short for (*it is*). Ask: Which letter does the apostrophe replace? (i)

Fluency

- Students practise reading the book on their own and then orally to you.

Writing

- Students make a flow chart with small pictures, labels and arrows to show the different moves and to summarise the text. They use this to retell the text, e.g. With a picture of a green player, they might write: gets the ball → passes the ball → shoots for goal....
- Have students write a new text using the pattern of the text, e.g. A blue player blocks the shot. They write the text and illustrate it.
- Students make a Venn diagram to show the actions of the two teams. What actions are the same and what are different?

Home/School Link

Take the book home and any related activity done in class to share with family.