



# Go, Eve, go!

Verity Croker

## Focus phonics

f written as ph as in trophy

ee written as ea as in each, team, beat, teacher, seats, leap, reach, loudspeaker

ur written as er as in her, sternly

## Tricky words

again, asks, could, friend, school, there, through, two, want, where

## Book summary

Eve is one of the best swimmers in her school, but at the annual district schools swimming competition things don't go her way and she doesn't win any of the individual race medals. But in the relay she finally triumphs with her three friends.

## Learning intention

**Phonics:** To decode words with the phonemes /ee/ spelt as ea; /ur/ spelt as er; and /f/ spelt as ph that feature in the story and extend to other known words with the same phonemes, e.g. dolphin, treat, perfect.

### Comprehension:

- Retrieve and record information/key details from the text
- Explain the meaning of words in context
- Summarise main ideas
- Make inferences from the text
- Make predictions that fit with information given in the text
- Make connections (text to self, text to text, text to world)
- Ask questions
- Visualise

### Fluency:

- Read at a natural speaking pace with minimal sounding out
- Pay attention to punctuation when reading, pausing and changing tone as appropriate

## Before reading

**Story discussion:** Look at and discuss the cover and read the title together. Ask: What is Eve doing in the illustration? Ask students to share any prior knowledge of swimming competitions and make predictions about what might happen in the story. Keep a note of predictions and return to them later. Read the title page and discuss what students see in the illustration. Read and discuss the back cover blurb together. Flick through the book to get an idea of the story from the illustrations.

**Quick phonics warm-up:** Read the words on the inside front cover together. Discuss and decode the words each and reach. Ask: What other words can you think of that rhyme with each? (beach, teach, peach)

### Vocabulary check:

clamber p 8 (verb) climb or scramble up using both hands and feet

trophy p 28 (noun) something you win if you do well in an event

**Morphology:** stern – the -ly suffix turns an adjective into an adverb; stern becomes sternly. Stern means firm or strict; sternly means something has been said firmly, e.g. The teacher said sternly, "No devices are allowed to be used on the bus, no exceptions!"

**Etymology:** swim – Old English swimman (verb), of Germanic origin; related to Dutch zwemmen and German schwimmen. To move self in the water.

**Tricky word practice:** Display the tricky words *again* and *ask*. Ask: What are the tricky parts of these words?

again – ai is the tricky part which says /e/.

ask – a is the tricky part which says /ar/.

Practise reading and spelling these tricky words.

## During reading

**Read the story:** This book may not fit into a single reading session. The end of p 13 is a good point to break the reading. Students can finish the book in a second group session or for homework.

Reading could follow one or more of the following approaches:

- Start by reading the text to students, then invite them to take over the reading. Pause at the end of p 3 and ask: Who is telling the story? (Eve) How do you know?
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.

**Phonics support:** Remind students to sound out and blend the letters as necessary to read any unfamiliar words, but encourage them to read words with familiar letters and sounds fluently on sight if they can, without sounding out. If students get stuck on a word, model how to sound out and blend the sounds in the word. Encourage students to help each other with sounding out and blending and praise good use of this strategy, especially in words with the focus phonemes /ee/ written as ea, /ur/ written as er and /f/ written as ph.

**Comprehension support:** Pause occasionally to talk about the story and encourage students to find and retrieve key details from the text, e.g. on p 2, talk about compound words – sunscreen, sunhat. Say the two words that make up the compound word when joined. Discuss their meanings, e.g. sun+screen = sunscreen – something to screen or block the sun. Ask: What is a synonym for sunscreen? (sunblock) Repeat the procedure for sunhat.

Pause again at the end of p 4. Why might the bus driver wish they had travelled by train? (they were so noisy)

## After reading

**Apply learning:** Discuss the story. Ask: What new information have you learned about Eve? How was Eve feeling at the end of the story? (She was very happy. She loved the team event.) Relate this to students' experiences of being a team player versus an independent competitor in a sports event. Ask: What did Verity Croker (the author) need to know before writing this text? How does it compare to any of her other books? (In the Reading Road series, she has also written Ticking-clock quicksand and Odd fish countdown.) Is it similar or different?

**Comprehension:** Ask: What can you infer from the story about spoiling the start of a race? (it didn't really matter as a second chance was given, but it might dent your confidence a bit) What is a relay? How many laps does each competitor swim? (2 laps) What strokes do the team swim in this book? (backstroke, butterfly, breaststroke, crawl) Which stroke did Eve do? (crawl) Who swam in Eve's team and which stroke did they do? (Junko, backstroke; Prem, breaststroke; Zac, butterfly; Eve, crawl) Ask students to take turns at retelling the text one chapter at a time. Revisit the predictions from earlier in the lesson. Were they correct? Were there any surprises? Discuss the questions on the inside back cover.

**Fluency:** Choose a passage from the book and model how to read it fluently with appropriate emphasis and intonation to support the meaning of the text. Students read the same passage, copying your reading. (echo-reading) Students choose another brief passage and read it fluently with expression to their partner, then swap over. This is partner fluency reading (one reads and one follows and then they swap over). Choral-read part of the text together to build fluency and self-confidence. Students practise speed-reading the focus words from the inside front cover to encourage automatic recall (words that can be recalled automatically have been orthographically mapped to students' long-term memory).

**Spelling and writing through dictation:** Read out the following passage for students to write. It uses words and sentences from the text as these are decodable. The focus is on encoding (spelling) rather than creating content.

(pages 26-28)

I do not look to see where I am, in case it slows me down. I just swim as well as I can. I kick my legs hard and thrash through the water with my arms.

"Go, Eve, go!" The yells spur me on.

I can see the end of the pool. I am not far away now. I push harder, reach out and tap the end. I stand, turn, and see that the rest are way back!

"Woohoo, we did it!" I shout, clapping and jumping up and down.

When we get our trophy, I could not be more proud. What a fantastic feeling it is to be part of a team!

## Follow-up activities

Students complete the follow-up activities:

### Worksheet 1: Phonics

/ee/ spelt ea; /f/ spelt ph; /ur/ spelt er.

**Worksheet 2: Comprehension**

Answer questions about the text.

Definitions.

Complete a story report.

**Worksheet 3: Social Science**

Talk and write about teamwork.

Design a flyer or poster about teamwork.

**Worksheet 4: Maths**

Play a dice game.