

Jo Tries Out for the Team

GOALS

Comprehension

Connect to prior knowledge: Have you ever tried out for a team? What are you good at?

Vocabulary

High-frequency Words: after, am, at, eat, good, it, let, too

Content Words: baker, best, cake, feels, really, sad, school, shoots, something, team

Phonemic Awareness

Recognise and produce words that begin with the same sound: /sh/

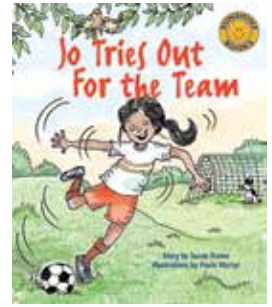
Phonics

Letters and Sounds: /sh/

Words to Blend and Segment: shed, shin, ship, shop, shut

Fluency

Model reading of text with expression, noting the punctuation and change of characters. Students repeat.



Jo knows that it is always good to try your best.

Before Reading

- Read the title and the name of the author and illustrator. Ask: Have you ever tried out for a team? What are you good at? Look at the outside back cover for suggestions.
- Together look at the front cover. Have students discuss what they see. Help them to use the title and cover illustration to make predictions about the story.
- Look at the title page illustration. Ask: What do you think might happen in the story?
- Talk/walk through the pictures. Discuss what is happening to Jo on each page or what the other characters are doing. Bring words like *baker, best, cake, feels, really, sad, school, shoots, something, team* into the conversation.
- On page 15, have students predict the ending.

Reading the Text

- Read the title together and the names of the author and illustrator. Read the title page together. On pages 2–3, have students look at the pictures. Ask: What is Jo doing? These are the things she is good at. Find the word *good*. How many things is she good at? Read the page together. Notice words ending in -er (*bak-er, play-er*).
- On pages 4–5, ask: Now what is Jo doing? (practising football) Which team does she want to play for? (football team) What moves does she practise? (kick, run, shoot) Find these words in the text. Read the page together, pointing at the words.
- Follow this pattern up to page 15, discussing the illustration, looking for key words and chunks of words. Students can change their voices for different characters.
- Review the predictions for the ending made earlier, then turn the page to reveal the ending.
- Have students discuss what they see in the illustration. Read the text together. Ask: Did you like the ending? Why?

After Reading

Invite students to discuss the story. Prompt if needed.

- Discuss the ending. Who really is the best baker? Is this what students predicted? Why did the author write this story? What message can you gain from it? (We are all good at many things but may not make the team. The main thing is to try our best at whatever we do.)
- Reread the story together. Feel the excitement and nerves as the story builds up to the choosing of the football team and reading out the names in the team. Ask: How did Jo feel after she missed out on a spot in the team? (sad for herself but happy for her friends). What helped her recover from that? (remembering what she is good at) What did Mum and Dad do to help her? (Mum baked a cake and Dad said that Jo's baking was better.)
- Students write and illustrate a chart showing things Jo is good at and things they are good at.
- Reread pages 8–10, focusing on the punctuation. Teach students the purpose of the full stop, comma, ellipsis, question mark and speech marks. Read the text ignoring the punctuation, then with the punctuation to show the difference in meaning.

Phonemic Awareness

- Recognise and produce words that begin with the same sound: /sh/ Students listen for the /sh/ sound in the following words: *shed, shin, ship, shop, shut*. They indicate when they hear it and repeat the words emphasising the /sh/ sound.

Phonics

- Discuss the sound of the digraph: sh- Write the words *shed, shin, ship, shop, shut* on the board to practise blending and segmenting the sounds together as a group. Illustrate using alphabet letters for each word and touching them as the sounds are made for the word.

Word Study

- Talk about the words *after, am, at, eat, good, it, let, too*. Read them together. Ask students to locate the words in the text. Photocopy multiple sets of the flash cards from the inside front cover and use them to play a spelling game in pairs.
- On a piece of paper have students draw a picture from the story. They find the words in the story and write them and then read their sentence to a partner.

Fluency

- Model reading of text with expression, noting the change of characters. Students repeat.

Writing

- Students make a chart of -er words from the story. They read the words on the chart and add more of their own. (driver, walker, reader, writer)
- Students write a new sentence about Jo using the pattern from the story. They draw a picture first, then write the sentence. e.g. Jo tried her best.
- Students make a feelings time line, noting the page number and feelings Jo had on those pages. They write the text and illustrate it.

Home/School Link

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