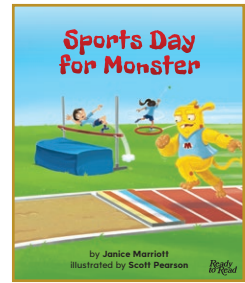


Sports Day for Monster

by Janice Marriott
illustrated by Scott Pearson

This text is levelled at Yellow 3.



Overview

Monster and his friend Jack are excited about all the events they can try at the school sports day. Monster tries several events, but things don't go well until at last he finds a sports day activity that is just right for him. Students will have met Monster before in the shared book *Monster's Lunch* and in two guided books (see Related texts).

Sports Day for Monster supports students to develop a self-extending reading processing system, requiring them to "search and use interrelated sources of information" and use a "range of word-solving strategies and comprehension strategies to make or confirm meaning" (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at readytoread.tki.org.nz

Related texts

- Stories about Monster: *Monster's Lunch* (shared); *Monster's Vest* (Red 1); *Monster in the Pool* (Yellow 1)
- Stories about trying new things: *Hannah's Game* (Yellow 1); *Feeding the Birds*, *Swimming Lessons* (Yellow 2); *Going Camping* (Yellow 3)
- Stories about perseverance: *Dragons! Dragons! Dragons!*, *The Safe Place* (shared)

Cross-curriculum links

Health and physical education (level 1, relationships) – Explore and share ideas about relationships with other people; (level 1, positive attitudes) – Participate in a range of games and activities and identify the factors that make participation safe and enjoyable.

Text characteristics

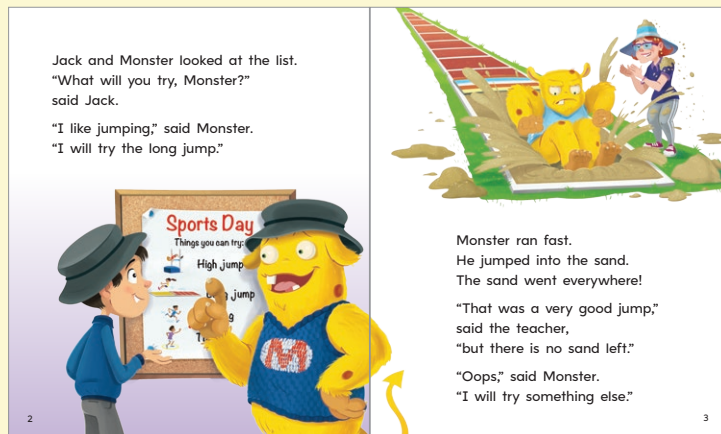
The students are working towards the standard for after one year at school. Many characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes below.

The familiar context and setting of a school sports day

Most content explicitly stated but also some implicit content (in text and illustrations) that provides opportunities for students to make predictions (for example, about what activities Monster might try) and inferences (for example, about Monster's feelings)

Dialogue between easily identified speakers

Several lines of text on every page and some sentences that run over more than one line but do not split phrases, supporting phrased reading



A range of punctuation, including speech marks, commas, a question mark, and exclamation marks to support phrasing and meaning

Illustrations that support and extend the meaning but may not exactly match the words

Visual language features, such as movement lines in the illustrations

Many high-frequency words (for example, "children", "good", "he", "jump", "jumped", "jumping", "looked", "ran", "running", "shouted", "That", "there", "they", "very", "was", "will", "you"), several of which are repeated

Interest words and phrases (for example, "as fast as he could", "ball", "everywhere", "high jump", "Hooray", "list", "long jump", "Oops", "race", "Ready, set, GO!", "sand", "something", "throwing", "try", "won") that are likely to be in the reader's oral vocabulary and that are strongly supported by the context, sentence structure, or illustrations

Reading standard: After one year at school

The Literacy Learning Progressions

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what Monster does at sports day.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the learner, page 6).

This text provides opportunities for students to:

- make connections between their own experiences and information in the story to make predictions and inferences
- identify (summarise) the main events in the story
- make meaning by drawing on more than one source of information, for example, using sentence structure and meaning to support partial decoding attempts
- notice some errors in their reading and take action to self-correct.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the story activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures that students are likely to be familiar with from previous reading and writing, including language experience writing (for example, “children”, “fast”, “good”, “Hooray”, “I will”, “Jack”, “jumped”, “list”, “long”, “looked and looked”, “Monster”, “race”, “Ready, set, GO!”, “shouted”, “teacher”, “That”, “they”, “time”, “very”, “was”, “way”).
 - A few days before using the book with the group, reread the shared book *Monster’s Lunch*. Pay special attention to the phrase “Hooray for lunch” on page 12. (The students will be delighted to discover a similar phrase when they read *Sports Day for Monster*.) Put the small book version and the other books about Monster into the students’ browsing boxes for them to reread and enjoy.
- Use the illustrations on the cover and the title page to generate a discussion of what happens on sports days. Encourage students to share any experiences of these activities. (If the concepts of “long jump” and “high jump” are new to students, you could show them online images or a short video clip or have them go outside and try them out, as in the previous suggestion.)
 - Read the list of options on the title page. Expect the students to infer that Jack and Monster are thinking about which activity to try. They may notice the worried expressions on their faces and make connections to a time when they felt anxious or a little worried about trying something new.
 - Share the purpose for reading.
 - Browse the illustrations on pages 2–7 together, briefly discussing what is happening on each page. Prompt the students to notice that the story, as indicated in the title, focuses on Monster rather than Jack.
 - Use prompts and questions or rephrase the students’ responses to support new language structures and vocabulary, for example:
 - on page 3, to support the words “everywhere” and “Oops” and the phrase “try something else”, you could say: *Look at all that sand. It’s gone everywhere! Oops! Do you think he will try something else?*
 - on page 4, to support “throwing”, ask the students what Monster is doing and get them to mime Monster’s action
 - on page 5, to support “could” within the phrase “could not”, you could ask: *Do you think they could find the ball?*
 - on page 7, to support “Ready, set, GO!”, you could ask: *What will the teacher say to start the race?*
 - Expect the students to notice that Monster is having problems with the activities. Encourage them to speculate how he is feeling by the end of page 6.
 - On page 7, have the students think, pair, and share their predictions about how Monster will feel after the race. Leave page 8 so the students can enjoy finding out what happens when they read the story.

For English language learners (and other students who may need language support), use the illustrations to introduce some of the topic vocabulary (for example, “sports day”, “long jump”, “throwing”, “high jump”, “running”, “try”, “Oops”, “as fast as he could”). Where possible, use the words in their first language as well as English. Ideally, improvise a simple high jump and long jump and have the children try the activities. Feed in the new words and encourage the students to use them.

Monitoring the reading

- Observe closely as the students read the story quietly to themselves. Note their ability to use print information (in particular, initial letters, inflected endings, and punctuation) and to read the high-frequency words and groups of words together in phrases. Look for any instances of self-monitoring, cross-checking, and self-correction. Provide support to individual students as necessary. For example:
 - on page 2, if a student gets stuck on “try”, prompt for meaning by asking: *What’s he going to do?*
 - on page 3, to support the phrase “no sand left”, you could say: *What is the problem now? ... Is there enough sand left in the sandpit?*
 - on page 8, to support “Hooray”, draw their attention to the illustration and have them think about what the children might be saying to Monster, and then check how the word starts.
- If a student makes an error without noticing, wait until the end of the sentence or page before intervening unless they have stopped reading. Waiting gives them the opportunity to notice and fix it for themselves. Use the appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
“That was a very good jump,” said the teacher	“ They was a very good jump,” said the teacher, (the student stops but does not rerun)	<i>I think you have noticed a problem. Think about how you can fix it. If necessary, prompt the student to reread.</i>
Monster tried the high jump.	Monster tried the happy jump.	<i>You said ... Check the picture and think about what kind of jump Monster is trying.</i>
The teacher said, “Ready, set, GO!”	The teacher said, “Ready, steady , GO!”	<i>That makes sense, but does that word look like “steady”? If more support is needed, write the word “get”. You know this word. What happens if we change the first letter (to “s”)? Now read the sentence again.</i>

- Other prompts you can use to encourage monitoring include: *Are you sure?; Think about what would make sense.; Look at the beginning of the word.; If that word was ..., what would you expect to see at the beginning/end?; Where you right?; Think about what would sound right and look right.; You said ... Can we say it that way?*
- Remember to base your prompts on the students’ prior knowledge. For example, asking an English language learner if a word or sentence sounds right

may not be useful if they are not familiar enough with English phonemes, vocabulary, or syntax. In this case, an explanation and further examples would be more effective.

- Reinforce the students’ attempts to problem-solve, whether they are successful or not, for example: *You looked at the picture and then read the sentence again and changed “time” to “teacher”. Great checking!*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1–4*, page 130.

Discussing the story

- You can reread this story several times, focusing on different aspects and providing opportunities for the students to build comprehension and fluency. Many of the discussion points listed here also lead naturally into “After reading” activities.
- Remind the students of the reading purpose and, together, summarise what Monster did. Draw out the idea of his willingness to try new things and his perseverance. *What did he say when things went wrong? How did he feel at the end?* Encourage the students to make connections to any similar experiences of trying new things or of feeling proud of themselves.
- Prompt them to think critically. For example:
 - Why do you think the children were happy that Monster won?*
 - Do you think the writer has a message for us in this story?*
 - What helped you understand how Monster was feeling? How did his feelings change?* Encourage the students to find clues in the text and the illustrations.
 - What have you learned about Monster that you didn’t know before?*
- Have the students reread the story, stopping to discuss points of interest. You can revisit the text over several lessons, exploring such features as:
 - the language that makes the story sound exciting and interesting (for example, “The sand went everywhere!”, “but there is no sand left”, “Oops”). Draw attention to the use of repetition (“long, long way”, “looked and looked”, “tried and tried”) and how it adds impact to the story. You could record the examples on a chart for the students to refer to when writing (and for the students to add to as they discover new examples).
 - the use of speech marks to indicate dialogue and the attributions to clarify who the speaker is. Encourage the students to read Monster’s dialogue in ways that show how he is feeling.
 - the compound words (“everywhere”, “something”) on pages 3 and 5

- words with the same initial letters (for example, “fast”, “find”, “for”; “Jack”, “jump”, “jumped”, “jumping”; “left”, “list”, “long”, “looked”; “race”, “ran”, “running”; “said”, “sand”, “set”, “something”; “was”, “way”, “went”, “What”, “will”, “won”)
- words with inflected endings (“jumped”, “looked”, “shouted”, “tried”; “jumping”, “running”, “throwing”).
- creating a recount of their experiences or writing instructions for how to do the activity during shared writing
- the students writing about why it would or would not be a good activity for Monster or drawing and writing about how they felt trying the activity. Encourage them to use ideas they discussed earlier when talking about the book (scared, nervous, happy, excited, proud).

After reading: practice and reinforcement

After-reading tasks (for example, reading, oral language activities, writing, and alphabet and word games and activities) may be linked directly to *Sports Day for Monster*, or to the wider literacy programme. Provide many opportunities for students to reread *Sports Day for Monster* as well as books from browsing boxes, big books, poem cards, books from the library corner, and texts generated from language experience and shared writing.

Select from and adapt these suggestions according to the needs of your students.

- Ask the students to reread the story to a partner. Listen in, noting their ability to use punctuation to support phrasing and expression. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed.
- The students can build their comprehension and fluency by rereading the story while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for students to reread this story and other stories about Monster and stories with similar themes (see Related texts).
- To support summarising, have the students draw each activity that Monster tried (in sequence) and write a sentence for each picture describing what happened.
- The students could practise making inferences by adding thought bubbles for Monster to one or two pictures.
- Set up at least one of the activities in the book and take photos or videos as the students try it. Use the experience (and the visual records) as a basis for writing, for example:

- Have the students work in pairs to draw one of the activities Monster tries. Have them write associated words and phrases around their picture. Then have them compare their ideas with another pair of students.
- Build students’ knowledge of word structure by:
 - exploring inflected endings. Write “jumped” and “shouted” on the whiteboard and read the words together. *What is the same about the endings of these words?* Support the students to identify the root words “jump” and “shout”. *Show me how to write “jumping”.* Create a table of word families using verbs from the story and filling in the missing verb forms as needed. Show how the “y” in “try” changes to an “i” when “ed” is added. You could focus on just the regular verbs or include the irregular verb forms “ran” and “threw”. Have the students choose two or three words from the table to use in sentences.

root word	-ed	-ing
jump	jumped	jumping
	shouted	
	looked	
	ran	running
try	tried	
		throwing

- exploring compound words. Write the words “everywhere” and “something” and ask the students to identify the smaller words within each compound word. Choose one of these words, (for example, “every”) and together, generate a list of compound words that include this word (“everything”, “everyone”). Repeat this with other words. (Expect the students to notice that some words will appear on more than one list, for example, “something” and “everything”.)
- Have word games available that reinforce the automatic recognition of high-frequency words or that involve sorting and matching (for example, sorting by common characteristics, such as initial letters, or matching words ending with “ed” and “ing” with their root words).