



Overview

This TSM contains information and suggestions for teachers to pick and choose from, depending on the needs of their students and their purpose for using the text. The materials provide multiple opportunities for revisiting the text several times.

Football is a sport lots of young New Zealanders love to play. In fact, it's the most popular team game among five- to eighteen-year-olds. This article explores why football is so popular and gives a brief outline of its history, including how and when it was introduced to Aotearoa New Zealand. Students can read about some of the highs and lows of our national teams and are introduced to some New Zealand players who have made their mark internationally.

The text provides an opportunity to explore text structures and language features.

This article:

- explains some of the reasons for football's popularity
- provides a brief history of football and how it was introduced to New Zealand
- provides information about key events, awards, and associations important in the football world
- provides information about our national teams and some famous football players
- uses photographs to illustrate the text
- has clear headings
- uses text boxes.

A PDF of the text and an audio version as an MP3 file are available at www.schooljournal.tki.org.nz

Texts related by theme

“Score!” SJ L2 Aug 2017 | “Just One Wheel” SJ L2 May 2015 | “Three Legends” SJ L3 Sept 2014 | “Mils Muliaina – All Black” SJ 1.2.11 | “Get Ready to Roll” SJ 2.2.11 | “Never Give Up” SJ L4 2010 | “Rugby League Rules” SJ L4 2010 | “Hooked on Hockey” SJ 1.5.07 | “Go Red!” SJSL 4 2006

Text characteristics from the year 4 reading standard

We have retained the links to the National Standards while a new assessment and reporting system is being developed. For more information on assessing and reporting in the post-National Standards era, see: <http://assessment.tki.org.nz/Assessment-and-reporting-guide>

A brief history of football

For hundreds of years, people played games that involved kicking balls around. However, most people say that the game we now call football began in England in 1863. That's when an organisation called the English Football Association started. It made rules for playing the game. Football quickly spread around the world.

In 1904, a world football organisation was set up. It was called FIFA (the Fédération Internationale de Football Association). Today, 211 countries belong to FIFA.

some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge

Today, 211 countries belong to FIFA.

Football in New Zealand

When European settlers came to New Zealand, they brought the game of football with them. Auckland's North Shore club is the country's oldest football club. It started in 1886. The New Zealand

a straightforward text structure, such as a structure that follows a recognisable and clear text form

New Zealand football teams have been doing well in the past few years. That's another reason why the game is so popular here. It's exciting to see them play against the best teams in the world. In November 2017, the New Zealand men's team (the All Whites) played Peru. The game was to decide which team would play in the 2018 World Cup in Russia. A record crowd of 37,000 fans filled Wellington's Westpac Stadium to watch (The All Whites drew that game, but they lost a second game in Peru, which meant they didn't qualify.)

some compound and complex sentences, which may consist of two or three clauses.

New Zealand has only one professional club side, the Wellington Phoenix. (Professional means the players get paid to play football full-time.) The Phoenix play in the top Australian competition. Because it's the only professional club in the country, the team is very important to New Zealand football. Most of New Zealand's professional footballers play for

some words or phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified



VOCABULARY

- Possibly unfamiliar words and phrases, including “League”, “international stars”, “contact sports”, “phrase”, “organisation”, “European settlers”, “national”, “overseas”, “national game”, “crew”, “career”, “Century”
- Terms related to sporting competitions, such as “World Cup”, “record crowd”, “Wellington’s Westpac Stadium”, “qualify”, “The Chatham Cup”, “FA Cup”, “professional”, “club side”, “round”, “stage”, “draws”, “defending champions”, “unbeaten”,
- Football clubs and associations, such as “English Football Association”, “the Fédération Internationale de Football Association (FIFA)”, “the New Zealand Football Association (NZFA)”, “Wellington Phoenix”, “All Whites”, “the Football Ferns”, “Burnley”, “Leeds United”, “West Ham United”, “Werder Bremen”
- Time periods: “the early 1970s”, “late 1980s”
- Idioms: “football-mad”, “come to a stop”, “the phrase stuck”, “spread around the world”
- Names of countries and regions, such as “Russia”, “Peru”, “Brazil”, “England”, “Spain”, “Denmark”, “Europe”, “Oceania”
- Names of players, such as “Pelé”, “Abby Erceg”, “Annalie Longo”, “Maureen Jacobson”, “Ryan Nelsen”, “Winston Reid”, “Wynton Rufer”
- Compound words: “eighteen-year-olds”, “football-mad”


Possible supporting strategies

- Identify words or phrases that may be unfamiliar to your students, especially those related to sporting competitions and games.
- Get the students to brainstorm words associated with sports games and have them organise the words onto a word cluster or mind map. Create a word wall and add words while reading, viewing, or discussing.
- Explore the use of nouns. Identify nouns used in the text and have the students organise them into common nouns, proper nouns, collective nouns, or abstract nouns. Make sure the students understand each type of noun and model the task before students organise the words. Next, organise the same list of nouns into singular or plural nouns. Explore how the word changes from singular to plural, for example, stadium – stadiums, we add “s” on the end of the word; man – men, we change the vowel to form the plural. Finally explore how compound nouns form the plural either by adding “s” to the end of the second word (for example, football becomes footballs) or to the first part of the compound word (for example, sister-in-law becomes sisters-in-law).
- Give students words such as “draw”, “qualify”, “defending champion”, “professional player”, “cup”, and “record” and get them to write definitions that explain their meaning within sporting contexts. Use the think, pair, and share strategy so that students can compare and refine their definitions.
- Ask a group of students to demonstrate how the World Cup works, using objects (for example, coloured counters) or drawings, based on the information in the text. Check for understanding. Encourage students to use the terms “round”, “stage”, and “qualify” in their explanations. Compare this structure with inter-school sports competitions they may be familiar with.
- Check whether students can use strategies to work out the meanings of unfamiliar words, for example, compound words.
- Discuss ways that time periods are described, for example, “the early 1970s” (1970–73), “the mid-1970s” (1974–76), and “the late 1970s” (1977–79). Compare this with approximate time frames within centuries, for example, “the late 1800s” usually means somewhere around 1870–99.
- *The English Language Learning Progressions: Introduction*, pages 39–46, has useful information about learning vocabulary.
- See also ESOL Online, Vocabulary, for examples of other strategies to support students with vocabulary.

SPECIFIC KNOWLEDGE REQUIRED

- Some knowledge of terms related to sports games
- Some knowledge of football and how it is played
- Some understanding of international sporting competitions, such as the Football World Cup
- Some knowledge of the names of various countries
- Some understanding of how acronyms work

Possible supporting strategies

- Explain what an association is (a group of people who have a shared purpose). Discuss why sports have associations and investigate what they do. This online map provides information about when different countries established football associations (or federations) and when or if they joined FIFA: <https://www.national-football-teams.com/national.html>
- Find out which students are football fans. Clarify whether they are willing to be used as experts if students have questions about the way the game is organised.
- You could play a class game of football.
-  Use an online map such as Google Maps or Google Earth to predict and identify where countries mentioned in the article are.
- Explain how acronyms work and why they are useful. Ask students to provide examples of acronyms they are familiar with. Discuss acronyms that become more familiar than the words they represent, for example, NASA, ATM, and EFTPOS.

TEXT FEATURES AND STRUCTURE

- A non-fiction article with clear headings and subheadings
- A mix of simple, compound, and complex sentences
- Repeated use of words and phrases related to the history of football: “began”, “started”, “set up”
- Two text boxes
- A mixture of past and present tense
- Use of surnames to refer to players
- Acronyms

Possible supporting strategies

- Before reading, prompt the students to recall what they are likely to find in an article. Provide opportunities for students to talk with a partner to remind one another of the features of information texts.
- Skim and scan the text with the students, prompting them to point out specific features and name them if possible (headings, subheadings, sidebars/text boxes). Discuss the function of each feature, leaving the content until the students read the whole text.
- Copy the headings to the top of large sheets of paper (one subheading to each sheet). Give each sheet to a pair or group of three. Have the groups write their predictions about what will be in the text under the subheading and then pass their sheet to another group and then a third group. Review and display the sheets.



Possible curriculum contexts

ENGLISH (Reading)

Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts.

– Structure: Show some understanding of text structures.

ENGLISH (Writing)

Level 2 – Ideas: Select, form, and express ideas on a range of topics.

– Structure: Organise texts, using a range of structures.

SOCIAL SCIENCES

Level 2 – Understand how cultural practices reflect and express people's customs, traditions, and values.

– Understand how people make significant contributions to New Zealand's society.

Possible first reading purpose

- To find reasons for football being so popular
- To learn how and when football came to Aotearoa New Zealand
- To learn about our national football teams and some famous New Zealand players.

Possible subsequent reading purposes

- To compare the opportunities male and female football players have
- To learn what it means to play sport professionally.

Possible writing purposes

- To write a non-fiction report on a sport or activity of their choice
- To write a summary report of a school sports team's successes and losses over a season.



Instructional focus – Reading

English Level 2 – Ideas: Show some understanding of ideas within, across, and beyond texts; Structure: Show some understanding of text structures.

First reading

- Set the purpose for reading, then skim and scan the article together, prompting students to identify the types of information that the text will provide.
- Discuss the ways that headings and subheadings have been used to make information easy to find and follow. Refer to page 2, “Text features and structure: Possible supporting strategies” for more ideas on how to encourage students to predict what they will be reading about in relation to each heading.
- As a class, discuss questions that the text is likely to answer and make some predictions about what facts or information it will provide.

If the students require more scaffolding

- Support learners to make connections with their prior knowledge, for example, with what they know about other sports, either through participation or watching on television.
- Break the text into manageable chunks and work through one section at a time. Ask questions to check for understanding, for example, *Why is the start of the English Football Association seen as the beginning of football? What change did this create?*
- Prompt them to use strategies such as rereading, reading on, and using nearby information to make sense of words.

Subsequent readings How you approach subsequent readings will depend on your reading purpose. Where possible, have the students work in pairs to discuss the questions and prompts in this section.

The teacher

Use a jigsaw technique to explore the reasons why football is so popular. Assign different pages or sections to each group member and ask them to identify information within their section that relates to football’s popularity.

The teacher

Get students to compare the information about the All Whites and the Football Ferns. Ask students to predict why the Football Ferns only played their first game in 1974, whereas the men’s team was playing internationally in 1922. Use a think, pair, and share strategy so that students can compare their ideas.

The students could complete a comparison chart like the one opposite.

The teacher

Create a timeline along the wall called Football in Aotearoa New Zealand.

Ask students to identify and add key events from the text. Use colour coding to show whether the event is a New Zealand event and whether it relates to the Football Ferns or the All Whites.

Encourage critical thinking by restricting the number of timeline events the class can add. Students need to justify why an event is important before adding it to the timeline. Students can decide to remove an event if they can convince the class that another event is more important.

The students:

- identify whether there is relevant information in their section of the text and share this with the group
- respond to the question *Why is football such a popular sport?*, providing evidence from the text.

The students:

- Complete this chart:

	All Whites	Football Ferns
What year did they become a professional team?		
What year did they first go to the World Cup?		
How many times have they participated in the World Cup?		
What year was the first international game played?		

- make predictions about why the women’s team didn’t play a game until 1974 and discuss their ideas with their peers.

The students:

- work in groups to determine which dates from the text are most relevant or interesting
- debate the inclusion or exclusion of certain events.

GIVE FEEDBACK

- *You’ve made useful connections to your experiences of netball and the article you brought in about the Silver Ferns game on the weekend. That was a good way of understanding what it is like to play a sport without getting paid for it. When you connect something you read with something you know, it helps you to gain a better understanding of what you are reading.*

METACOGNITION

- *Which parts of the text did you find most interesting? What was it about them that captured your interest? What questions does the text raise for you? How can you find out more?*



Reading standard: by the end of year 4



The Literacy Learning Progressions



Assessment Resource Banks

Instructional focus – Writing

English Level 2– Ideas: Select, form, and express ideas on a range of topics; Structure: Organise texts, using a range of structures

Text excerpts from
“Football: The Beautiful Game”

Examples of text
characteristics

Teacher
(possible deliberate acts of teaching)

Page 18

A brief history of football

For hundreds of years, people played games that involved ...

HEADINGS

Headings help readers to find their way around a text and can make it easy for them to find information they are looking for.

Explain that when you are writing an informational text, it's important to think about the key information you want to give your readers. Part of this process is deciding what information is unnecessary, unimportant, or just too much. For example, in “Football: The Beautiful Game”, the writer has decided to provide a brief history of football rather than a very detailed outline. Have the students choose a sport or interest to write about and then brainstorm ideas they might include. Then ask them to decide on the information they will include, divide that information into sections, and write headings for each section, asking themselves these questions:

- How will the information in this section help my readers better understand what I am trying to communicate?
- How does the information relate to the heading?
- How does the heading relate to the title of my article?

Page 19

The Chatham Cup

Every year, New Zealand's top club teams play for the Chatham Cup ...

TEXT BOXES

A text box is text that is separated from the main text on a page. Text boxes provide a short piece of information that expands on the ideas in the main text.

Explain that text boxes can be used to give readers a piece of extra information that will capture their interest and that each one should be clearly separated from the main body of the text. It should also include a heading so that readers know what the text box is about. Readers should be able to follow the information in the text box without referring back to the main text to understand it. Have the students select information that would be suitable for a text box and create one to add to their piece of writing on a sport or interest

- *When you find a really interesting fact or short example, you can set it aside to use it in a text box once you start writing.*

Pages 20–21


New Zealand played its first international football game in 1922, beating Australia 3–1. Although this was good start, we haven't had many wins against our neighbour since ...

... This made them the only unbeaten team in the competition.

SUMMARIES

Sports writers often have to write a summary of a team's season or a player's career. Usually, along with the facts and scores, they include brief comments to make the writing more interesting.

In this example, Steve Watters summarises the history of the All Whites. He adds his comments and opinions along with the scores. Have the students use this as a model for writing a summary of the season for a sports team they play for or know about. Have them share it with a buddy.

DIGITAL TOOLS  The students could use [Google Docs](#) to write their summaries, which allows sharing, commenting, and editing.

METACOGNITION

- *What are one or two main ideas that you want your readers to take from your informational text? Why do you think these ideas are important?*
- *Was there some interesting information that you chose not to include in your text? What was it and why did you leave it out?*

GIVE FEEDBACK

- *You've worked hard to make your report on hockey in New Zealand clear and concise. I like the quote from 1914 you added in the text box, saying that girls shouldn't have to play hockey when the weather is bad.*



Writing standard: by the end of year 4

The Literacy Learning Progressions