



Kick. Fly. Draw. Drum.

Samantha Montgomerie

Focus phonics

or written as aw as in draw, takraw, drawing, drawn

or written as al as in walk, chalk

ow written as ou as in sound, around, amount, about, ground, thousands, shouts, grounds, found, out

Tricky words

could, everywhere, friends, many, people, school, should, their, there, through, two, where, work, would

Book summary

This book explores how four hobbies (ball sports, kites, drawing and drumming) are enjoyed in different ways around the world.

Learning intention

Phonics: To decode words with the phonemes /or/ spelt aw, al; and /ow/ spelt ou, that feature in the text, and extend to other known words with the same phonemes. Also to mention adjacent consonants when appropriate, e.g. /d/ /r/ /aw/, draw; /g/ /r/ /ou/ /n/ /d/, ground.

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 with appropriate emphasis and intonation to support the meaning of the text

Before reading

Story discussion: Look at and discuss the cover. Ask: What do you notice? Read the title together. Discuss what it could mean and why there are full stops after each word. (each word is a separate activity so needs a stop after each) Reread the title, stopping at each full stop. Invite students to share any experiences of kicking balls, flying kites, drawing or drumming. Ask: Do you do any of these for a hobby? Do you think this is a fiction or non-fiction text and why? Who is the author

and what do you know about her? (Samantha Montgomerie, she has written other stories for the Reading Road series, such as Rock it! and Tip that hat) Turn to the back cover. Read the blurb together and discuss the illustration. Flip through the book to get a sense of the contents.

Quick phonics warm-up: Read the words on the inside front cover together, with the focus phonemes of /or/ written as aw, al and /ow/ written as ou. Flip through the story to find and read words with these same focus phonemes. Build the focus word *draw* with letter cards. Blend and say the word.

Vocabulary check:

festivals p 10 gatherings or events with a particular focus, e.g. kite flying

mallets p 27 fluffy drumsticks to play the bass drum

Morphology: enjoy p 23 – full of joy – prefix en- means in or within.

Etymology: charcoal p 18 – “coal made by subjecting wood to smothered combustion”, mid-14th century, charcole, from coal; the first element is either Old French charbon “charcoal”, or Middle English charren “to turn, change” (from Old English cerran) + cole “coal” thus, “turned to coal”.

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

should – the tricky part is oul which says /oo/ as in put.

there – the tricky part is ere which says /air/ as in hair.

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 with students, then invite them to take over the reading. Tell students to read aloud at their own pace, aiming for a smooth and fluent reading, but pausing to sound out and blend any words that they cannot read on sight. On p 2, ask: What does “all around the globe” mean? (all countries); pp 2-3 What countries do you think these photos are from?; p 4 What ball game do people from Brazil love? (football) What age do they often start kicking a ball? (as soon as they can walk)
- Students read silently at their own pace; listen to each student in turn as they read a brief passage.
- Divide the book up between students; they read a section each and then report back on it, e.g. KICK! pp 2-9; FLY! pp 10-15; DRAW! pp 16-21; DRUM! pp 22-27.

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 of /or/ written as aw, al, and /ow/ written as ou.

Comprehension support: Pause occasionally to talk about the text and encourage students to look for connections and also to find and retrieve key details from the text, e.g. at the end of p 7, ask: What is one rule of the game takraw? (e.g. keep the ball in the air; cannot use hands and arms) What is one country takraw is played in? (Singapore) How hard do you think it would be to only use feet and legs? (try it with a tennis or table tennis ball) On p 8, what's the name of a game that combines two sports into one? (footgolf) What country is this played in? (Netherlands) How would you feel if you could play two sports at once?

After reading

Apply learning: Discuss the text. Ask: What new information have you learned about activities related to ball games, kite flying, drawing and drumming? Have your feelings about these activities changed in any way? Which activity is your favourite? What do you say that? How do you connect with it? Is there anything you have read about that you would like to do for a hobby? What did the author need to know before writing this text? How does it compare to any of Samantha's other books? Is it similar or different?

Comprehension: Retelling the text: Ask students to retell different parts of text summarising the main ideas, e.g. p 10, ask students to say what they learned here, such as where is kite-flying popular? On p 12, summarise the main ideas about kite-fighting. Continue to summarise the main ideas in other parts of the text. Discuss the questions on the inside back cover.

Discuss the word *globe* (p 2) and its meaning. Make a list of all the countries mentioned in this text and see if students can find them on a world map.

Look for compound words and discuss their meanings, e.g. p 26 bagpipes – a musical instrument which has a bag to blow into and pipes to make the notes on with your fingers; p 18 hand-drawn – a piece of art that has been drawn by hand. Make a list of more compound words in the text to discuss.

Find words in the text that are doing words (verbs) and discuss their meanings, e.g. p 6 leaping, twisting, kicking; p 10 flying, whipping, swoop.

Notice that the title of each chapter has the heading in uppercase letters with an exclamation mark. This is different to the cover. Why do you think this is? (to give more emphasis to each of the four key words)

What message can you learn from this book? (children all around the world like to play similar games and have similar hobbies)

Fluency: Choose a page from the book and model how to read it 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 in the same manner to their partner then swap over. (partner fluency reading) 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.

(page 2)

Do you like kicking a ball around? Maybe you fly a kite with your friends? How about planning a drawing or drumming a beat? Well, you are not alone! People all around the globe enjoy doing these things, as well.

(page 4)

Kick!

Kick! Run! Jump! Aim! A lot of lively ball games are played around the globe.

Football fun

People play football everywhere in Brazil – on the beach and on the streets. Many children start to play as soon as they can walk. In the mornings, school grounds are often full of children kicking a ball around before lessons start.

Follow-up activities

Students complete the follow-up activities:

Worksheet 1: Phonics

/or/ spelt aw, al; /ow/ spelt ou.

Worksheet 2: Comprehension

Summary sentences.

Answer questions about the text.

Worksheet 3: Geography

Find and label places on a map.

Worksheet 4: Engineering

Design and build a miniature kite.