

Football Crazy

Book 1

1.1 Writing an invitation (page 8)

- ◆ Read and discuss pages 3–6 of the story.
- ◆ Brainstorm any information about the party and make a list.
- ◆ Get the children to suggest other games/activities that Sam might enjoy at his party.
- ◆ List some more party food that his friends might like.
- ◆ Ask the children to use these ideas to complete the worksheet.
- ◆ Look together at the pupils' work and at some different party invitations.
- ◆ Discuss and list the types of information that must appear on a party invitation.
- ◆ Focus on the importance of persuasive writing.



1.2 Writing a letter (page 9)

- ◆ Read and discuss pages 10–12 of the story.
- ◆ Talk about Sam's letter to Santa.
- ◆ Focus on the layout and essential parts of a letter.
- ◆ What presents did Sam get on Christmas Day?
- ◆ Talk about who might have given a present to Sam, and how he might thank them.
- ◆ Model writing a 'thank you' letter.
- ◆ Ask the children to do the worksheet, pretending to be Sam, and to write a thank you letter to one of his family or friends for their Christmas present.

1.3 Adjectives (page 10)

- ◆ Read and discuss pages 14–16 of the story.
- ◆ Look together at the 'Meet the characters' sheet (page 5). Who have they met so far in the story?
- ◆ What words do the children think the headmaster might use to describe Sam? Talk about how useful adjectives (describing words) are. What do they do in a sentence?
- ◆ Use the worksheet to draw a picture of Sam and to list the words that they think describe him (funny, cheeky, football-crazy).
- ◆ Brainstorm all the words that the children have used to describe Sam. Check the spellings together.
- ◆ Extend the task by writing a full paragraph about Sam.

1.4 Developing a character – Mrs Ford (page 11)

- ◆ Read pages 19–21 of the story.
- ◆ Discuss what is known about Mrs Ford from the text.
- ◆ Which parts of the text tell us the most about her?
- ◆ What kind of person do the children think she is?
- ◆ Do they think she is interested in people? Give examples from the text.
- ◆ Ask the children to imagine some of Mrs Ford’s thoughts after Sam and his parents had left the shop. Include what she thinks about Sam and how she decides to help him.
- ◆ Write these thoughts onto the shapes on the worksheet, eg. “Sam is a really polite boy.” “I wish I could help Sam.” “I know! I’ll ask Eddie.”
- ◆ Extend the task to include use of speech marks and punctuation. Ask the children to put Mrs Ford’s thoughts into action, eg. “Eddie, I was wondering if you could help Sam,” said Mrs Ford. “He wants to play in a real football team.”

1.5 Dialogue/speech marks (page 12)

- ◆ Read page 22 of the story.
- ◆ Discuss what the children know about Danny already from the story. What do Sam and Danny do together? What things might they say to each other?
- ◆ Model writing what the two boys say, using speech marks correctly.
- ◆ Ask the children to fill in the worksheet, marking in the speech marks correctly.

1.6 Fact versus opinion (page 13)

- ◆ Read from page 24 to the end of the story.
- ◆ Discuss the pupils’ feelings at the end of the book.
- ◆ How does Sam feel? How do we know?
- ◆ Explain the difference between facts (taken from the text) and opinions (what the reader feels about them), with examples appropriate to your children or school.
- ◆ Model fact-finding and opinion-making from the story, for example, page 25. Fact: Sam went very red. How did Sam feel? “Embarrassed!” How do you feel about this? “Surprised, I thought Sam would like being told this!”
- ◆ Complete the worksheet. Encourage the pupils to think individually about their own opinions at the end of the story.

1.7 Comprehension (pages 14–16)

- ◆ Fourteen questions to evaluate and assess how well each pupil has understood the story.