

**Book Title: Shoot to Win**

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| **Lesson** | **AF** | **Lesson Objectives** | **Success Criteria** | **Lesson Activities** | **Assessment**  **(*how will progress be measured?)*** |
| Ch 1 & 2 pp1-7 | R2/3 | To be able to retrieve and infer information about Jamie from the text | Students are able to articulate clear ideas regarding the character of Jamie Johnson. | Role on wall – what do we find out about Jamie from these chapters? Silhouette on wall and answers written on post-it notes.  Ext: Work in groups to share and refine information/feedback to rest of class and evaluate ; create PEE paragraph explaining how the evidence supports your feelings about Jamie so far. | Formative evaluation of points made in relation to evidence presented.  Peer assessment of paragraphs completed against APP criteria. |
| Ch 3 & 4  Pp 8-14 | R3 | To infer/interpret information regarding what happened to Mike in the past | Ideas are imaginative and clearly linked to sporting context of story | Create a back story for Mike, Jamie’s Grandad – what happened to him to finish his football career? | Formative assessment by teacher/class through discussion and evaluation of how ideas have been interpreted from information given |
| Ch 5&6 pp15 - 21 | R2/5 | To explain how language has been used to create conflict between characters | Justifiable interpretation of language used supported by evidence from text | Reread from ‘At that moment” to ‘ he had never seen this look in his Grandad’s eye before”(extract attached). Answer the questions on the sheet.  Can you think what might have happened between them in the past to make them feel this way about each other? | Peer assessment of PEE paragraphs created in response to question in line with APP criteria |
| Ch7 -9  Pp22-32 | R2/3 | To be able to select information from text and use to inform own writing | Writing makes effective use of details given in text. | Complete ‘thought bubble’ sheet for Jamie after the game to show how he is feeling  OR  Write a diary entry for Jamie after the game – include his thoughts and feelings as he goes home. | Summative assessment of writing against APP criteria |
| Ch 10-11 | R2/3 | To interpret relationships between character using information given or inferred | Explanations are justifiable against information presented in the text | Create a relationship map for Jamie with the other characters we have met so far in the book – decide which characters have a positive/negative impact on Jamie so far from what we have seen and explain your feelings. | Formative assessment during discussion re placement of characters and explanations of choices |
| Ch 12 | R2/4 | To be able to explain the conventions of instructions and use to create text appropriate for purpose | Instructions are clear and effectively structured | How do the pictures help us to understand the instructions for carrying our a ‘step-over’?  Create your own set of instructions, using diagrams either for a football skill or a different technique, such as plaiting hair, or tying a shoelace. | Peer evaluation – try out each other’s instructions to assess effectiveness |
| Ch19-20 | AF2 | Select and evaluate information from text | Fact files are accurately drawn from text and include evaluation of relevant skills | Create Top Trumps cards for Jack and Jamie – who do you think is the better footballer? Why? | Peer evaluation of cards created and points awarded re skills |

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| Ch 22 pp79-81 | R2/5 | To be able to identify and explain the effects of language devices | Successful creation of PEE paragraph identifying metaphor and explaining effects created | 1. Look at this line: ‘Hearing his dad’s voice last night had detonated an explosion in Jamie’s head. The fire was still burning.’  What technique has been used?  What effect has been created?  Write up your own explanation of what effect this technique is creating and how Jamie is feeling about his Dad’s visit.  2. Roleplay the conversation between Jamie and his Dad – what will they say to each other? | Peer evaluation of PEE paragraph against APP criteria |
| Ch23 -25 pp 82-93 | R3 | To demonstrate understanding of character | Creation of class word bank successfully linked to text | Write down as many words as you can to show how Jamie is feeling at this point –use a thesaurus to help you add some more challenging vocabulary. | Creation of word bank demonstrates empathy with character and class ability to extend vocabulary |
| Ch26 pp97-106 | R2 | To select/interpret information from the text and use to inform own writing | Detailed description of the stadium and how it makes Jamie feel | ‘All the boys stopped talking as the stadium reared up in front of them’.  Look at the pictures on the sheet you have been given; use them to help you create a word bank for how Jamie is feeling as he sees the stadium for the first time. Write a description of his first impressions and how it makes him feel. | Opportunity for summative assessment of extended writing against APP criteria |
| Ch27-31 | R4 | To select and organise key information from a text | Selection of key points to include | Read through the whole report of the match. As you read, complete the timeline of the events that take place.  Use the information that you have collected to create a cartoon strip ( 10 boxes only) of the match  OR Write a match report to appear in the local newspaper on the following day. | Peer or teacher assessment of completed work against APP criteria |

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| Ch32 – end | R3R3  R3 | To predict what will happen next based on information provided and prior knowledge of social context | Role play demonstrating understanding of contextual evidence and drawing on information presented in the text | 10 years on – where is Jamie now?  Hotseating activity -Interview Jamie and ask him questions about how his life has turned out since that day when he was scouted for Foxborough. | Peer assessment using Speaking and Listening criteria re creation of successful character and storyline. |