We love soccer
Group-guided reading

Before reading

• Page through the story the learners will read. Talk about the illustrations.
• Ask them to predict what the story will be about; based on the title and the pictures.
• Introduce new or difficult words prior to the learners reading the story.
• Make word cards to introduce new vocabulary. (See the list of new vocabulary in the back inner cover.)

First reading

• Learners should read the text individually.
• Learners should read silently or they can ‘whisper-read’ the text.
• Move from one learner to the next, requesting each learner to read a section of the text aloud.

Discussion

• Ask comprehension questions based on the text.
• Focus on phonics, sight words and vocabulary.
• You will find the activities in the back of this book useful to guide the discussion. (Select appropriate activities for the level of the learners.)

Second reading

• On later days, let learners reread the book, either in pairs or alone.
• Focus on fluency, grammar and vocabulary.
• Let learners complete the group-guided activities which are included in the back of this book. (Select appropriate activities for the level of the learners.)

Let learners do a role play if the text lends itself to it.

Learners should do the group-reading activities after reading the story.
Let learners work in groups to complete the appropriate group-reading activities included in the back of the book. They should not write in this book. Written activities should be done in their exercise books.
We love soccer
Jabu kicks the ball very hard. Oh no!
We see the ball go over the fence.
Oh no!
We see the ball go over the road.
Oh no!
We see the ball go over the huts. 
Oh no!
We see the ball go over the farm.
Oh no!
We see the ball go over the zoo. It goes very far. Oh yes!
Then it goes over the beach. Watch out!
Sam catches the ball. Oh yes!
Sam and Ann run with the ball. They run very far. Oh yes!
Sam and Ann pass the children the ball.
Oh yes!

We all love soccer!
Group reading activities

1. Look at the pictures and say which places the ball went over.

<table>
<thead>
<tr>
<th>fence</th>
<th>huts</th>
<th>road</th>
</tr>
</thead>
<tbody>
<tr>
<td>beach</td>
<td>zoo</td>
<td>farm</td>
</tr>
</tbody>
</table>
2. Complete the sentences. Use the words in the blue boxes.

| Ann | road | Jabu | Sam |

_____ kicked the ball very hard.

First the ball went over the fence. Then it went over the _____.

_____ and _____ pass the children their ball.

3. Reread the story. Count how many times you read the word ball.
Find the word that is the same as the word in the first column and show it to your friend.

<table>
<thead>
<tr>
<th>ball</th>
<th>bell</th>
<th>ball</th>
<th>bat</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>so</td>
<td>go</td>
<td>do</td>
</tr>
<tr>
<td>bat</td>
<td>bet</td>
<td>bat</td>
<td>ban</td>
</tr>
<tr>
<td>my</td>
<td>me</td>
<td>my</td>
<td>man</td>
</tr>
<tr>
<td>they</td>
<td>this</td>
<td>that</td>
<td>they</td>
</tr>
<tr>
<td>the</td>
<td>then</td>
<td>the</td>
<td>they</td>
</tr>
<tr>
<td>we</td>
<td>we</td>
<td>were</td>
<td>win</td>
</tr>
<tr>
<td><strong>Title:</strong></td>
<td>We love soccer</td>
<td></td>
<td></td>
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<tr>
<td>---------------</td>
<td>---------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language:</strong></td>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Level:</strong></td>
<td>Grade 1 Home Language Reader Level 2 Book 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Text type:</strong></td>
<td>Narrative</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sight words:</strong></td>
<td>the, we, over, too, then, goes, with, they, high, give</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td>ball, fence, road, huts, farm, zoo, beach, watch, catches, children</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Phonics:</strong></td>
<td>-ar, -am, -ut, -un, th-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Content, concepts and skills:** | • Look at pictures and answer questions.  
• Fill in words and copy sentences.  
• Recognise and count how many times the word **ball** occurs in the story. |
The CAPS requires teachers to allocate some time each day for focused group-guided reading. In group-guided reading, teachers guide learners of a similar reading level, to read the same book, in a group. The reading session should include a range of word attack skills and comprehension strategies that children require when reading. Reading effectively also requires “text talk” between the teacher and learners, and amongst the children in the group. These books include a number of “text talk”, comprehension and other related activities to help teachers direct group reading in their classes.

Other books in the Grade 1 Home Language Bookshelf:

- Level 1
  - Frog goes to school
  - I can read
  - We all go to school
  - Animal Sports Day

- Level 2
  - We love soccer
  - Dressing-up
  - Ben finds a new friend
  - Chuck the truck

- Level 3
  - The little red hen
  - Ann goes to the doctor
  - Dudu’s dream