



### About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 358

### Book Summary

Using simple text and explanatory photographs, *Soccer Is a Kick!* teaches students about one of the world's most popular sports. The book covers basic rules, positions, equipment, and moves of the game, while delivering trivia and historical information in sidebars and captions. While students learn about soccer, they will also have the chance to study the author's purpose and prepositional phrases.

### About the Lesson

#### Targeted Reading Strategy

- Connect to prior knowledge

#### Objectives

- Connect to prior knowledge to understand text
- Determine the author's purpose
- Identify vowel digraph oa
- Recognize and use prepositional phrases
- Define and use multiple-meaning words

#### Materials

Green text indicates resources are available on the website.

- Book—*Soccer Is a Kick!* (copy for each student)
- Chalkboard or dry-erase board
- Various sports equipment
- [Author's purpose, prepositional phrases, multiple-meaning words worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

#### Vocabulary

\*Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- Content words:  
Story critical: *cleats* (n.), *dribbling* (v.), *foul* (n.), *goal* (n.), *match* (n.), *tie* (n.)

### Before Reading

#### Build Background

- Place in front of the class various pieces of sports equipment, such as bats, balls, gloves, and so on. Point to each one, and have students identify the sport that uses that particular piece. Write the name of each sport on the board.
- Ask students to share with a partner one sport they play or watch. Have them describe the sport to their partner, and encourage them to think about the words they should use to explain the sport to someone who has never played it before. Invite volunteers to describe the sport to the rest of the class.

### Preview the Book

#### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).

#### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that effective readers make connections between what they already know about a topic and the new information they read in a book. Remind students that thinking about their prior knowledge of a topic will help them to better understand what they are reading. Point out that they can make connections between the book and their own prior experience, and between the book and information they have read in previous books.
- Model how to connect to prior knowledge.  
*Think-aloud: The photograph on the cover is of a boy kicking a soccer ball in midair. This makes me think of my own experience with playing soccer. I have played soccer as a child and an adult. The game is challenging but fun. I am better at passing and trapping than I am at scoring, which is not a problem since soccer is a team sport. My prior knowledge allows me to understand the excitement the soccer player on the cover is feeling and will help me to better understand the information I am about to read.*
- Have students preview the photographs in the book and think about what prior knowledge they have that relates to the photographs or the topic of soccer in general. Ask students to think about connections they can make between their prior knowledge and the book. Have students share their connections with a partner.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

#### Introduce the Comprehension Skill: **Author's purpose**

- Remind students that authors have a reason, or a purpose, for writing. The purpose can be to *inform*, to *entertain*, or to *persuade*. Explain to students that to *inform* means to give the reader information about a topic, to *entertain* means to amuse the reader, and to *persuade* means to convince the reader to think or act in a certain way. Explain to students that they can determine the purpose by the effect the book has on them.
- Point out that an author may have just one purpose for writing or may have more than one.
- Model determining an author's purpose.  
*Think-aloud: When authors choose a subject, they have a reason for writing a book on that topic. For example, if a writer chooses to write a book of silly stories, he or she clearly wants to amuse the reader. The writer's purpose for such a book is to entertain. Perhaps an author wants to teach the reader about volcanoes and writes a book describing them. The author wants to inform the reader about volcanoes. When I read, I better understand the book if I understand the author's purpose for writing it.*
- Review the plot of a book the class has read previously. Have students work in groups to discuss the author's purpose for the book. Invite groups to share their idea of the author's purpose with the rest of the class. Guide students to a consensus on the author's purpose for the book.

#### Introduce the Vocabulary

- Introduce the story-critical vocabulary words listed in the vocabulary section of this lesson.
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes.

- Explain to students that they can use the context to work out the meanings of unfamiliar words. Point out that text and photographs can provide context for a word. For example, say: *If I did not know the meaning of the word dribbling, I could turn to the page it's found on and read the words and sentences around it. On page 9, the text describes dribbling as a way of running with the ball and kicking it to oneself with short, quick taps. The book clearly gives me the definition for that word. Sometimes, the context will not be so direct, but still helpful. For instance, on page 12, the book explains that players wear cleats on their feet. From the sentence, I know that cleats are a type of shoe. If I look at the photograph above, I see that cleats are special shoes that have studs sticking out of the bottoms. For both of these words, I can figure out the meaning from the context.*
- Have students work with a partner to find all the vocabulary words in the book and to try to use context to determine their meanings. Read each word aloud, and invite volunteers to share a definition for the word and how they used the context to interpret it.
- Remind students that some words cannot be determined from their context. Explain to students that in those cases, we use a dictionary or a glossary to find the meaning. Have students turn to the glossary on page 16. Read the words and discuss their meanings aloud. *Have students compare the glossary definitions with the definitions they made on the basis of context.*


### Set the Purpose


- Have students read to find out more about soccer. Encourage students to make connections between their prior knowledge of soccer and new information they read in the book.

### During Reading

#### Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread.
- Discuss with students some of the new details they learned about soccer as they read.
- Model connecting to prior knowledge.  
*Think-aloud: I grew up calling this sport soccer, but when I was older, I learned that most other countries called the game football. I never knew why people in the United States had a different name for it. This prior knowledge made me very interested to learn that the word soccer originally was a nickname that British schoolboys made for the game. I will definitely remember this information because it connects to my prior knowledge.*
- Have students write at least one connection they made between their prior knowledge and the information in these opening pages. Ask students to share their connection with another student.
- Review the three purposes for writing a book: to inform, to entertain, and to persuade. Have students define each term with a partner.
- Call on students to share one detail about soccer from the book, and record these on the board. Ask students to think about what effect these details have on them. Does the information persuade them? Does it inform them or entertain them? Have students discuss in groups their thoughts about the author's purpose for the book.
- **Check for understanding:** Have students read pages 8 through 11. Ask them to share with a partner all the connections they made with their prior knowledge as they read. Invite volunteers to share a connection with the rest of the class.
- Have students share with a partner new details from the book. Call on random students to share one detail and record all of them on the board. Ask students to think about the effect these details have on them.
- Have students share with a partner their opinion on the author's purpose for the book. Invite volunteers to share their opinion with the rest of the class. Guide students to a consensus that the author's purpose is to inform the reader about the game of soccer.

 Have students read the remainder of the book. Remind them to connect new information to their prior knowledge as they read and to continue considering the author's purpose for the book.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- **Think-aloud:** *The end of the book describes how soccer is won and wraps up with a conclusion. In the section "Scoring and Winning," I read that a team wins the game by having more goals than the other team. When I play soccer, sometimes I win, and sometimes I lose. I have even tied games before, and I have played overtime. Since I have experienced all of this personally, it will be easy for me to remember the information. My prior knowledge helps me to remember the book.*
- Have students write two connections they made with prior knowledge as they read. Have them share their connections with a partner, and then call on random students to share one connection with the rest of the class.
- Discuss with students how connecting to prior knowledge helped them to better understand and remember the information in the book.

### Reflect on the Comprehension Skill

- **Discussion:** Circle the words *to inform* on the board. Review with students the author's purpose for this book, and have students explain to a partner how they know that the purpose is to inform. Discuss with students exactly what the author is informing the reader about in this book (how soccer is played, the history of soccer). Ask students to work in groups to discuss how the book would have been different if the author's purpose were to persuade readers that everyone should play soccer. Invite volunteers to share their ideas with the class.
- **Independent practice:** Introduce, explain, and have students complete the **author's purpose worksheet**. Have students check their work with a partner. Discuss their answers aloud.
- **Enduring understanding:** In this book, you learned about the sport of soccer. Would this book help someone play soccer who has never played it before? Why or why not?

### Build Skills

#### Phonics: Vowel digraph **oa**

- Write the word *goal* on the board and say it aloud with students. Have students find the word on page 14 and read the sentence in which it is found.
- Run your finger under the letters in the word as students say the word aloud. Ask students what vowel sound they hear in the middle of the word (long vowel /o/ sound).
- Circle the letters *oa* in the word. Review with students that the letters *oa* create the long /o/ sound when joined together. Write the words *coat* and *toad* on the board. Blend the words aloud as you run your finger under the words. Have students share with a partner the two letters that create the long vowel /o/ sound. Invite volunteers to come to the board and circle the letters in each word that represent the long /o/ sound.
- Have students turn to page 7 in the book, and ask them to point to every word with the vowel digraph *oa*. Call on random students to share one word they found, and have other students give a thumbs-up signal if they agree the word has the long vowel /o/ sound.

- **Check for understanding:** Draw a picture of a boat, a coat, and a road on the board. Have students identify the images. Explain to students that each of these words uses the vowel digraph *oa* to create the long /o/ sound. Say the words aloud, emphasizing each phoneme, and have students write the words on a separate sheet of paper. Record the proper spelling on the board and have students check their work.

### Grammar and Mechanics: **Prepositional phrases**

- Write the following sentence on the board: *Each team tries to put the ball into the other team's goal.* Circle the word *into*, and have students share with a partner the word's meaning in the sentence (it explains where the ball should go).
- Review with students that *into* is a *preposition*, and prepositions are *words that locate objects in time and space*. Remind students that prepositions show a relationship between words in a sentence and provide information about where, when, and how something happens. Point out that in this example, the word *into* describes where the ball will be physically located.
- Review with students different prepositions, such as *in, by, beside, at, on, before, after, with, over, and under*. Record these words on the board.
- Write the following sentence on the board: *I put the toy down.* Explain to students that prepositions can change the meaning of a sentence by adding more detail. Erase the period, and write the preposition *beside* at the end of the sentence. Invite a volunteer to come to the board and conclude the sentence. For example, *I put the toy down beside the chair.*
- Rewrite the sentence, substituting in a new preposition, such as *with*. Have students think about a new way to end the sentence, and invite volunteers to share (*I put the toy down with the book*). Discuss with students the difference in meaning between the sentences.
- Have students work with a partner to rewrite the sentence using all of the preposition words on the board, and have them record their sentences on a separate sheet of paper. Invite volunteers to share, and record their sentences on the board.
- Explain to students that a phrase is a small group of words that doesn't make a complete sentence, and a *prepositional phrase* is a group of words *beginning with a preposition and ending with the object of the preposition*.
- Ask students to review one of the sentences on the board, and point to the prepositional phrase. Underline the phrase. Have students identify the preposition and the object in the phrase. For example, in the phrase *beside the chair*, the preposition is *beside*, and the object is *chair*.
- Have students find the prepositional phrase in each sentence. Invite volunteers to come to the board and underline the phrase. Identify with students the preposition and the object in each phrase, and circle those words.



- **Check for understanding:** Have students find and circle all the prepositions in the book. Then, have students work with a partner to determine the prepositional phrase attached to each preposition and underline it. Invite volunteers to share a prepositional phrase with the rest of the class, and have other students identify the preposition and the object in that phrase.
- **Independent practice:** Introduce, explain, and have students complete the **prepositional phrases worksheet**. If time allows, discuss their answers.

### Word Work: **Multiple-meaning words**

- Have students turn to page 14 and read the following sentence: *If the game ends in a tie, the teams may keep playing until someone scores.* Write the word *tie* on the board.
- Have students discuss with a partner the meaning of the word *tie*, on the basis of the context. Invite a volunteer to share the definition with the rest of the class, and confirm the correct definition.
- Write the following sentence on the board: *My dad wears a tie to work.* Ask students to discuss with a partner the meaning of the word *tie* in this sentence. Invite a volunteer to share the definition with the rest of the class, and again confirm the correct definition.

- Point out to students that this is an example of a multiple-meaning word. Explain to students that *multiple-meaning words* are *pronounced and spelled the same way but have different meanings*. Explain to students that they can determine the right meaning of the word using the context of the sentence or paragraph.
- Have students turn to page 11 and point to the sentence using the word *trip*. Have students read the sentence aloud. Have students work in groups to discuss what the word *trip* means in this sentence and then to determine a different definition for the word. Invite volunteers to share the two definitions with the rest of the class.
- **Check for understanding:** Write the following words on the board: *match*, *foul*, and *trap*. Divide students into groups and assign each group a word (different groups may work on the same word). Have groups find the word in the book and discuss its meaning on the basis of the context. Then, have groups discuss a different meaning for the word; encourage them to use a dictionary if necessary. Ask groups to create two sentences, each sentence using a different definition for the multiple-meaning word, and call on groups to share their sentences with the rest of the class.
- **Independent practice:** Introduce, explain, and have students complete the [multiple-meaning-words worksheet](#). If time allows, discuss answers aloud after they are finished.

## **Build Fluency**

### **Independent Reading**

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

### **Home Connection**

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have students demonstrate how to connect to prior knowledge while reading with someone at home.

## **Extend the Reading**

### **Informational Writing and Art Connection**

Have students choose a sport they know well. Ask students to think about how to play the game, step by step, and note their ideas on paper. Have them record the equipment involved in the sport and rules for playing it. Then, have students write two paragraphs that describe the sport, the rules of play, and the special equipment required. Ask students to draw a picture of people engaged in playing their chosen sport.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on informational writing.

### **Math Connection**

Take students out to the soccer field. Have them measure the length and the width of the field, and discuss the two dimensions. Ask them how long they estimate it would take to run down the whole field, on the basis of the length. Have students line up at one end, and use a timer to check the time for each student. Ask students to help you break the class into two teams. Remind them of the total number of students present, and ask them how many students would be in each team on the basis of that number. Record student predictions, and then divide the class in half. Have students play a game of soccer. Back inside, discuss the math concepts they practiced on the field: area and perimeter, estimation, and fractions. Write on the board the information collected outside, and then explain the math concepts that apply, with visual representations and formulas where appropriate.



### Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

### Assessment

#### Monitor students to determine if they can:

- consistently use the strategy of connecting to prior knowledge to comprehend the text during discussion
- accurately determine the author's purpose during discussion and on a worksheet
- correctly write the letter symbols of the vowel digraph *oa* during discussion
- accurately use prepositional phrases during discussion and on a worksheet
- properly use multiple-meaning words within context during discussion and on a worksheet

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)