

About the Book

Text Type: Nonfiction/Informational Page Count: 12 Word Count: 171

Book Summary

In **Chess**, students will see the game pieces come to life and learn a bit about how they do battle. High-frequency words, detailed photographs, and illustrations support readers as they have the opportunity to locate details that support the main idea as well as to ask and answer questions.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Discriminate consonant digraph /ch/ sound
- Identify consonant digraph *ch*
- Identify and use prepositions *in* and *on*
- Identify and use high-frequency word *each*

Materials

Green text indicates resources are available on the website.

- Book—**Chess** (copy for each student)
- Chalkboard or dry-erase board
- **Main idea and details, consonant digraph *ch*, prepositions 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.

- High-frequency words: *each, over, will*
- Content words:

Story critical: ***battle*** (v.), ***bishop*** (n.), ***chess*** (n.), ***knight*** (n.), ***pawn*** (n.), ***rook*** (n.)

Before Reading

Build Background

- Write the word *chess* on the board and point to the word as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students if they have ever played chess. Ask students to name the pieces used in the game of chess. Make a list on the board.

Book Walk

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 story, author's name, and illustrator's name).

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that effective readers ask questions before and while reading a book, and look for answers as they read. Explain to students that asking and answering questions helps readers understand and enjoy the book.
- Model asking questions as you preview the book.
Think-aloud: When I look at the picture on the cover, I see a knight on a horse. He has a weapon in his hand. I also see a king, and some people seem to be protecting him. I wonder if they are getting ready for a battle. I will write that question on the board. (Are they getting ready for a battle?) On the back cover, I see two boys playing a game on a large game board with giant game pieces. I wonder what game they are playing. I will write that question on the board too. (What game are the boys playing?) I will have to read the book to find the answers to my questions.
- Have students preview the rest of the book, looking at the pictures and covers. Ask them to share any questions they have.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that most books have a big, or main, idea, which is what the book is mostly about. Read the title to students. Explain that the title often provides clues about the book's main idea. Invite students to share predictions about the main idea of this book.
- Discuss student predictions and guide students to the consensus that the main idea of this book has to do with chess. Point out that they cannot finalize the main idea of this book until they read more information.
- Read page 3 aloud to students. Model identifying the main idea and supporting details.
Think-aloud: After reading these pages, I think the main idea is: In chess, pieces battle on a board of squares. I know the book will have details that help explain the main idea. Details are descriptions that help readers understand the main idea of the book. So far, I learned each player tries to take pieces from the other player. This detail that supports the main idea: In chess, pieces battle on a board of squares.
- Review the items students listed in the Build Background section. Discuss whether or not any of these items might be details in the book.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *The little pawn only moves one square at a time.*
- Remind students to look at the picture on the page and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *rook* on page 6 and say: *I am going to check the picture and think about what would make sense to figure out this word. The picture shows a chess piece that looks like a castle. When I look at the first part of the word, it starts with the /r/ sound. However, the word castle starts with the /k/ sound, so this can't be the word. I know a chess piece that looks like a castle tower is called a rook. The word rook starts with the /r/ sound. The sentence makes sense with this word. The word must be rook.*

Set the Purpose

- Have students use what they already know about chess to ask questions as they read. Remind them to think about the details that support the main idea as they read.

During Reading


Student Reading

Guide the reading: Have students turn to page 3 and point to the first word on the page (*In*). Point out to students where to begin reading on each page. Remind them to read the words from left to right.

- Ask students to place their finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model making connections to prior knowledge.

Think-aloud: *Earlier I asked the question, what game are the boys playing? On the basis of the title and the information I have read, I know they are playing chess. I also asked the question, are they getting ready for battle? I read the game pieces do battle with one another on a board of squares. I learned the pawns move one square at a time and start out lined up in a row. I wonder how the other game pieces move on the board. I also wonder how the game is won. I will have to keep reading to answer these questions.*

- Invite students to share some questions they asked and answered while reading the book.
- Review the main idea of the story: *In chess, pieces battle on a board of squares*. Ask students to explain whether a *pawn* is a detail that supports the main idea of the book and why (yes, a pawn is a chess piece that starts out lined up in a row and moves one square at a time).
- Introduce and explain the [main-idea-and-details worksheet](#). Write the word *pawn* on the board. Have students write the word and use pictures or phrases to explain how it supports the main idea in one of the spaces on the worksheet.
- **Check for understanding:** Have students read to the end of page 8. Encourage them to share questions they asked and answered as they read the book. (Accept all answers that show students understand how to ask and answer questions.)
- Ask students to think about other details they read that support the main idea, *In chess, pieces battle on a board of squares*. Have them choose one of the details to record on their worksheet. Encourage them to use sentences, phrases, and drawings. Have students share with the class details they drew and wrote about.
- Have students read the remainder of the book. Remind them to ask and answer questions about chess as they read and to identify important details on each page.

 Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

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:** *Earlier I asked the question, how do the pieces move? As I read the book, I learned how each chess piece moves. I learned the queen can move as far as she wishes, in any direction. I discovered each piece is important to the battle. I also asked how the game is won. I learned when one player takes the other's king the game is over. Chess is an interesting game. It takes a lot of thought and practice to be good at it.*
- Ask students to explain how asking and answering questions helped them understand and remember what they read.

Reflect on the Reading Skill

- **Discussion:** Read the main idea on the board with students (*In chess, pieces battle on a board of squares*). Review the details students wrote on their worksheet. Invite them to explain why each of the details matches the main idea of the story.
- **Independent practice:** Have students complete their main-idea-and-details worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about chess. It is a game played on a board of squares with game pieces. Now that you have thought about this information, what are some other games played on boards with game pieces? How are they like chess? How are they different from chess?

Build Skills



Phonological Awareness: Consonant digraph /ch/ sound


- Say the word *chess* aloud to students, emphasizing the initial /ch/ sound. Have students say the word aloud and then say the /ch/ sound.
- Have students practice making the /ch/ sound with a partner. Have students work with a group to brainstorm to generate a list of other words that begin with the /ch/ sound. Invite volunteers to share their words.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word has the initial /ch/ sound: *chick, castle, cheese, pawn, children, and queen*.

Phonics: Consonant ch digraph

- Write the word *chess* on the board and say it aloud with students.
- Have students say the /ch/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /ch/ sound in the word *chess*. Review with students that this is a special set of two letters and that when put together, they make one new sound.
- **Check for understanding:** Write the following words that contain the /ch/ sound on the board, leaving off the initial consonants: *chip, chat, chick, and child*. Say each word, one at a time, and have volunteers come to the board and add the initial *ch* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [consonant ch digraph worksheet](#). If time allows, discuss their answers.


Grammar and Mechanics: Prepositions

- Explain to students that *prepositions* are words that show a relationship between things. They provide information about *where, when, how, why, and with what* something happens. Explain to students that *in* and *on* are examples of prepositions.
- Have students turn to page 5. Ask them to locate the first sentence. Read the sentence aloud and write it on the board: *Eight pawns start out lined up in a row*. Circle the word *in*. Have a volunteer explain how the preposition is used in this sentence (*it explains where the pawns are located in relation to the chess board*).
-  Invite students to circle every occurrence of the preposition *in* on page 6. Discuss how the preposition is used in these sentences.
- Have students turn to page 7. Ask them to locate the second sentence, and write it on the board: *One bishop moves on dark squares, the other on light squares*. Have a volunteer come to the board and circle the preposition *on*. Ask students how the preposition is used in the sentence.
-  **Check for understanding:** Have students reread the story with a partner. Ask students to circle the prepositions *in* and *on*. Invite students to discuss how the prepositions are used in each sentence.

 **Independent practice:** Introduce, explain, and have students complete the **prepositions worksheet**. If time allows, discuss their responses.

Word Work: High-frequency word *each*

- Explain to students that they are going to learn a word they will often see in stories. They should be able to recognize and read this word quickly. Write the word *each* on the board and read the word aloud. Have students read the word aloud with you.
- Ask students to write the word *each* in the air with their finger as you spell it aloud with them, pointing to each letter on the board as you say the letter name with students.
- Explain to students that the word *each* is used to identify one of a group of things.
- Use the word *each* in oral sentences to describe students. (*Each of you has brown hair. Each of you has green eyes.*) Have students use the word *each* in oral sentences to describe each other.

 **Check for understanding:** Have students reread the book and underline every occurrence of the word *each*.

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 them discuss the main idea and details from the book with someone at home.

Extend the Reading

Informational Writing and Art Connection

Have students draw a picture of a chess piece from the book. Under the picture, have students write sentences to describe their picture. Remind students to use capital letters and periods.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Social Studies Connection

Research and provide information about the history of chess. Have students use the information from *Chess* and the new information provided to generate questions about the game of chess. Record their questions on the board. As a class, research further to answer the questions generated. Once students have learned the history and rules of chess, have them play the game in pairs in class.

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 asking and answering questions to understand text during discussion
- accurately identify details that support a main idea during discussion and on a worksheet
- accurately discriminate consonant digraph /ch/ sound during discussion
- identify and write the letter symbols that represent the /ch/ sound in text, during discussion, and on a worksheet
- correctly understand, locate, and use prepositions during discussion and on a worksheet
- correctly identify, write, and use the high-frequency word *each* during discussion and in the text

Comprehension Checks

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