



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 662

Book Summary

World Cup Soccer introduces the reader to the world of professional soccer, the best-loved sport in the world! Learn fascinating facts about the game's history, best teams and players, and why it is called "the people's game." Cool action photos support the text.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Use the reading strategy of connecting to prior knowledge to understand nonfiction text
- Identify main idea and details in the text
- Identify *r*-controlled *er* vowel
- Understand alternative uses of quotation marks
- Understand the use of *-ing* suffix

Materials

Green text indicates resources available on the website

- Book—*World Cup Soccer* (copy for each student)
- Chalkboard or dry erase board
- Main idea and details, prior knowledge, suffix worksheets
- Discussion cards



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

Vocabulary

- Content words:
 Story critical: *championship (n.)*, *goalkeeper (n.)*, *legends (n.)*, *tournament (n.)*, *uniform (n.)*, *upsets (n.)*
 Enrichment: *accidentally (adv.)*, *host (v.)*, *lively (adj.)*

Before Reading

Build Background

- Ask how many students have played soccer. Spend a few minutes discussing how long they've been playing, what they know about the game, and their teams, if they're on one.
- Ask students what they know about the World Cup. Tell them that the World Cup is the world championship of soccer and that it happens only once every four years.

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, fiction or nonfiction, 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).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, based on what they see in the table of contents. (Accept all answers that students can justify.)

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

- Explain to students that good readers often connect what they are reading to something they already know, have read, or have seen somewhere before. Tell students that these connections are called *text-to-self*, *text-to-text*, and *text-to-world* connections. Explain that connecting prior knowledge about a topic to what they are reading will help them to remember and understand the book.
- Draw a three-column chart on the board, and label the columns with *Text-to-Self*, *Text-to-Text*, and *Text-to-World*.
- Ask students to take another look at the cover of the book. Model making a connection to prior knowledge.
Think-aloud: The picture on the cover reminds me of a time when I went to my nephew's soccer game. I was so amazed by the strength and flexibility it takes to kick and move a ball on the field. This is an example of how I made a text-to-self connection to the book.
- Have students turn once again to the table of contents, and use it as a way to make connections to prior knowledge. For example, say: *The section titled "Matches Around the World" makes me think of some soccer games I have seen on TV. It seems to be a very popular sport in other countries. I made a text-to-world connection because it reminded me of something I had seen in the outside world.*
- Read through the other section headings together and ask whether they provide students with a better idea of what the book is about. Ask students to share any connections they made while reading the section headings.
- 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 every book has a big idea that is the most important idea of the book. Review or explain that the main idea is often the title of the book. Have students take another look at the book covers, and ask them to predict the main idea of the book.
- Explain that each section often has its own main idea and supporting details that tell the reader more about the book's main topic (the World Cup soccer game).
- Read the first section, "The People's Game," on page 4 aloud to students. Model identifying the details in this section.
Think-aloud: As I read this section of the book, I noticed that most of the sentences mention something about why soccer is called "the people's game"—it is the world's most popular sport, with three hundred million people playing soccer, and almost a billion people watched the 2006 World Cup game on TV. Based on the details I read on this page, I think the main idea is: Soccer is the most popular sport in the world.
- Introduce and explain the [main-idea-and-details worksheet](#). Write on the board the main idea for the section in the first box. Ask student volunteers to dictate the supporting details from the page while you write.

Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words that students will encounter.
- Remind students to look at the letters a word begins with or ends with, or break the word into chunks, as ways to figure out a difficult word. For example, point to the word *championship* on page 4, and say: *When I look at the parts of this word, I can break it into pieces to pronounce it. I see two smaller words in it, champ at the beginning and ship at the end. I can add the middle sound and then read the whole word: championship. I will reread the sentence and listen to see if it sounds right or if it sounds like a word I've heard before.*
- Repeat this process with other multisyllabic or unfamiliar words from the text.

Set the Purpose

 Have students read to find out more about World Cup soccer. Encourage them to make connections while reading. Remind them to also think about the details of each section, and ask them to underline in their book important details within each section.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 6. Encourage those who finish early to go back and reread. Ask them to think about connections they made to the topic of soccer and the World Cup.
 - Model making connections to prior knowledge.
Think-aloud: When I read the section titled "Matches Around the World," it made me think of the Olympics because I know the Olympics are held every four years, and countries from all over the world come to compete in it. The World Cup sounds similar.
 - Invite students to share the connections they made so far. Help them to identify which of the three types of connections they are making. Record some of their responses in the columns on the board. If no examples are given for a column, model and record an example.
 - Model identifying the main idea and important details from this page of the text.
Think-aloud: The first sentence of a paragraph is often the main idea, but not always. It is important to read the whole paragraph or section and decide which sentence tells the main idea. On page 6, the first sentence told me that the World Cup is the most important event in soccer. The rest of the sentences provided details that explained why it is the most important event.
 - Distribute the [main-idea-and-details worksheet](#), pointing out that it matches the one on the board. Have students write in the main idea: *The World Cup is the most important event in soccer.* Then have them choose the details from the paragraph to write on their worksheet.
 - **Check for understanding:** Have students read pages 6 through 10. Continue to have them share their connections. Point out or remind students that a connection can be to something they know (Text-to-Self), something they've read (Text-to-Text), or something they've seen or heard before (Text-to-World).
 - Assign either page 6, 8, or 10 to students. Have them write the main idea and details for that page on their worksheet. Assist or model as needed.
 - Have students read the remainder of the book. Remind them to make connections as they read and to think about the important facts they are learning about the World Cup.
-  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

- Reinforce with students how thinking about what they already know about a topic of a book helps them understand and remember what they read and keeps them actively engaged with the text.
- **Think-aloud:** *When I read about the Italian team on page 9, I made a text-to-self connection because it reminded me of when we were in Italy several years ago. The World Cup tournament was going on at the time, and the people of Italy were crazy fans, yelling and celebrating in every restaurant and café we visited.*
- **Independent practice:** Have students take turns telling about a connection they made in the last half of the book. Ask them to identify whether it was a *text-to-self*, *text-to-text*, or *text-to-world* connection.
- Introduce, explain, and have students complete the **prior knowledge worksheet**. Encourage them to record at least one response in each column. If time allows, discuss their responses.


Reflect on the Comprehension Skill


- **Discussion:** Discuss how thinking about the main idea and details of a book helps to break the reading into smaller parts. Doing this helps the reader to understand, remember, and enjoy what he or she has read.
- **Independent practice:** Have students choose two more sections and write the main idea and details for those sections on their worksheet. If time allows, discuss their responses.
- **Enduring understanding:** In this book, you learned about the most popular sport in the world and the great teams that compete for the title of World Cup champion. Now that you have read this book, what will you think about the next time you play soccer or watch a soccer game?

Build Skills

Phonics: **R-controlled er words**

- Have students turn to page 4 and find the word *soccer*. Write the word *soccer* on the board and circle the letters *er*. Tell students that the letters *e* and *r* together stand for the vowel sound they hear in the word *soccer*.
- Explain that the *er* letter combination is one of the letter combinations that stand for a group of sounds called *r-controlled vowels*. These vowel sounds are neither long nor short and are sometimes difficult to hear. The other *r-controlled* letter combinations are *ar*, *ir*, *or*, and *ur*.

 Have students read page 5. Ask them to circle the words *every*, *players*, *together*, and *over*. Write these words on the board. Point out the letter combination that stands for the *r-controlled* vowel sound and ask students to blend the letters *e* and *r* together to make the same vowel sound as in *soccer*. Run your finger under the letters as you blend the sounds in these words.

 **Check for understanding:** Assign student pairs to pages in the book. Provide highlighters and ask them to highlight any words on their assigned pages that have the *er* combination. Monitor and check their findings for accuracy.

Grammar and Mechanics: **Quotation marks that set off special words**

- Explain to students that, although quotation marks are mostly used to show dialogue (when someone is speaking) in text, sometimes they are used for other purposes.
- Ask students to turn to page 4 and look at the first sentence, *Some people call soccer “the people’s game” because soccer is the world’s most popular sport.* Ask them if someone is speaking (no). Have them volunteer ideas as to why this phrase has quotation marks around it.
- Explain to students that sometimes an author puts words inside quotation marks to draw special attention to them. In this case, the author has used “the people’s game” to highlight or explain it’s a nickname for the sport.

- Have students find another word on this page that is in quotation marks (“football”). In this case, the author has used quotation marks to explain or define what soccer is called in many other countries.



Check for understanding: Have students find and circle any words in quotation marks on page 8 (“the greatest team ever”). Ask students to explain why the author chose to put these words in quotation marks (to call attention to them; to describe more fully the Brazilian team).

- **Independent practice:** Have student pairs find and circle the last two examples in the text of words that are set off by quotation marks (pages 9 and 13). Have the pairs discuss why these words have been placed in quotation marks.

Word Work: **Suffix -ing**

- Write the word *watching* on the board. Ask students to identify the root word (*watch*), and write it on the board next to *watching*. Have students use each word in a sentence.
- Explain or review that a suffix is a syllable, or group of letters, added to the end of a word to change its meaning or its verb tense. Explain that *-ing* is an example of a suffix.
- Write the words *play*, *jump*, and *kick* on the board. Have volunteers add the *-ing* suffix to each word (*playing*, *jumping*, *kicking*). Discuss how adding the suffix changes the verb tense of the words.
- Have students turn to page 10, and read the first sentence aloud. Point out the word *exciting*. Ask students what the root word of *exciting* is (*excite*) and what part of speech it is (verb). Discuss with students how adding the *-ing* suffix changed the word to an adjective (*exciting* game).



Check for understanding: Have student pairs search for and circle other words with the *-ing* suffix throughout the book. Have them take turns explaining what each root word is and whether adding the suffix changed the verb tense or changed the word to an adjective.

- **Independent practice:** Introduce, explain, and have students complete the [suffix worksheet](#). 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 discuss with someone at home the connections they made to the text.

Extend the Reading

Informational Writing Connection

Ask students to choose their favorite sport. Provide print and internet resources and have them find out more facts to add to their background knowledge. Have them write a report about their chosen sport. Paragraph topics might include rules of the game, its popularity around the world, and whether it is played at the professional level. If so, have students include whether there is a “world championship” for their sport. Require a clean, edited copy. Bind their reports into a book or display them on a bulletin board.

Visit [Writing A-Z](#) for a lesson and leveled materials on informational writing.

Social Studies Connection

Provide students with Internet access to find out more about the 2010 World Cup in South Africa (the official site is www.fifa.com/worldcup.) Ask them to research such topics as team matchups, days and times of matches, how much tickets cost, and so on. Have them share and compare their findings.

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 and on a worksheet
- understand and identify main idea and details in text during discussion and on a worksheet
- Identify the *er* vowel combination and the sound it represents in text and during discussion
- recognize the used of quotation marks to set off special words during discussion and in the text
- identify and understand the use of the *-ing* suffix during discussion and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**