

Focus Question:

What is karate, and what does it teach people who practice it?

Book Summary

Text Type: Nonfiction/Informational

For centuries, people all around the world have learned discipline, respect, and self-improvement through karate. In *Karate*, detailed photographs support students' understanding of the basics of this ancient martial art. The book can also be used to teach students how to distinguish fact and opinion and to identify and use conjunctions.

The book and lesson are also available for levels L and O.



Lesson Essentials

Instructional Focus

- ☐ Ask and answer questions to understand text
- ☐ Determine fact or opinion
- ☐ Describe information provided by photographs
- ☐ Discriminate initial consonant *st*-blend
- ☐ Identify initial consonant *st*-blend
- ☐ Recognize and use conjunctions
- ☐ Place words in alphabetical order

Materials

- ☐ Book: *Karate* (copy for each student)
- ☐ Fact or opinion, conjunctions, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- **High-frequency words:** *move, they, use*
- **Words to Know**
Story critical: *belt* (n.), *defend* (v.), *habits* (n.), *flow* (v.), *karate* (n.), *patient* (adj.)
- **Academic vocabulary:** *certain* (adj.), *different* (adj.), *main* (adj.)

Guiding the Reading

Before Reading

Build Background

- Create an idea web on the board and write the words *Good Habits* in the center. Explain that a *habit* is something that we do regularly. For example, brushing teeth before going to bed every night is an example of a habit. Have students work in small groups to discuss examples of good habits. Point out that good habits can include the ways we take care of ourselves but they can also include the way we act and treat others. Have students share their discussions and record this information on the idea web.
- Write the word *karate* on the board and read it aloud. Point out that karate is a method of self-defense that does not use weapons. Explain that karate is an old practice that not only teaches students how to fight but also helps people to create good habits in their lives such as respect, patience, and hard work.

Introduce the Book

- Give students their copy of *Karate*. 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).
- 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, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Ask and answer questions

Explain to students that engaged readers ask and answer questions while they are reading and that one way to organize this information is with a KWLS chart. Create a KWLS chart on the board. Have students share what they already know about karate



Guiding the Reading (cont.)

and record this information in the *K* section of the chart. Invite students to review the cover and the photographs in the book to develop questions about the book. Record their questions in the *W* section of the chart. Point out that as they read, they should look for answers to these questions as well as create new questions to add to the chart.

Introduce the Comprehension Skill:

Fact or opinion

- Explain to students that books usually include both facts and opinions. Write the words *fact* and *opinion* on the board. Point out that a fact is a detail that is true and can be proven and an opinion is a belief or judgment about a subject. Explain that facts can be checked, or verified, while opinions express how a person feels.
- Have students offer facts and opinions about your school and record the information on the board under the headings *fact* and *opinion*.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about karate. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- 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 a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *What is karate?* (level 1) page 4
- *How do students earn a new belt?* (level 2) pages 7 and 8
- *Why does the author say that a student grows like a plant over time?* (level 3) multiple pages

- *What are the three main steps of learning karate?* (level 2) pages 10–14
- *How were the people who came up with karate able to learn it without anyone knowing?* (level 1) page 12
- *In what ways does karate help people create good habits?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs are helpful when reading because they provide the reader with important information. Have students work in small groups to review the photograph on page 12. Ask students: *How does this photograph help you understand different karate routines? Why did the author choose to include this photograph rather than an illustration?* Have students review other photographs in the book and discuss in small groups why the author chose each one.

Skill Review

- Refer back to the KWLS chart on the board and invite students to share any answers they found to their questions posed before reading the book. Record this information in the *L* section of the chart. Ask students what new questions they developed while reading and record this information in the *W* section of the chart. Invite a volunteer to explain why it is important for readers to ask and answer questions while reading.
- Model evaluating details to determine fact or opinion.
Think-aloud: *This book is about karate and how it helps people to develop good habits. When the author states that karate is a lot of fun, I know that this is an opinion because it is how the author feels about karate; other people might not feel the same way. When the author states that karate began long ago on an island in Asia, I know that this is a fact because it can be proven or verified. Noting whether statements in a story are facts or opinions can help readers better understand and remember what they are reading.*
- Model how to complete the **fact-or-opinion worksheet**. Have students identify details from the book and place them under the correct heading. Then, have students discuss the details with a partner and share their justification for placing them there.

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.



Guiding the Reading (cont.)

Skill Review

Graphic Organizer: **Fact or opinion**

Review the fact-or-opinion worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details they chose. Discuss with students the justification for choosing this purpose.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Responses should include the following information: *Karate is a martial art that was created long ago in Asia. Karate teaches people how to defend themselves without weapons. It also helps students develop good habits, such as discipline and patience.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Phonological Awareness:

Initial consonant st-blend

- Say the word *stamp* aloud to students, emphasizing the initial /st/ sound. Have students say the word aloud and then say the /st/ sound. Have students practice saying the /st/ sound to a partner.
- Repeat the process with the words *stack*, *stick*, *stump*.
- Read pages 11 through 13 aloud to students. Have them stand up and then sit down each time they hear a word that contains the /st/ sound.
- **Check for understanding:** Say the following words one at a time, and have students clap their hands when they hear a word that begins with the st-blend: *stuck*, *sag*, *stop*, *still*, *sand*, *sip*, *stink*, and *stack*.

Phonics: **Initial consonant st-blends**

- Write the word *step* on the board and read it aloud with students.
- Have students say the /st/ sound aloud. Then, run your finger under the letters in the word *step* as students say the whole word aloud. Ask students to identify which letters represent the /st/ sound in the word *step*.
- Say the words *still* and *stiff* aloud, emphasizing the initial sounds, and have students write the words on a separate sheet of paper. Reinforce with students the st-blend.

- **Check for understanding:** Write the following words on the board, leaving off the initial consonant blend: *stay*, *stick*, *stuff*, and *stack*. Invite volunteers to come to the board and add the initial consonant blend.

Grammar and Mechanics: **Conjunctions**

- Write the following sentence on the board: *We practice to get stronger and faster.* Read the sentence aloud with students.
- Underline the word *and*. Explain that this word is a *conjunction*. Point out that words that join parts of sentences, such as *and*, *but*, and *or*, are conjunctions.
- Read page 4 aloud as students follow along. Invite students to circle the conjunction in the sentence. Discuss students' findings as a class.
- **Check for understanding:** Have students look through the book to locate all of the conjunctions. Invite students to work in small groups to share their findings. Review the conjunctions in the book as a class.
- **Independent practice:** Introduce, explain, and have students complete the **conjunctions worksheet**. If time allows, discuss their answers.

Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words in alphabetical order. Remind students to look at the first letter of each word and then decide which word begins with the letter that comes first in the alphabet.
- Write the words *karate* and *belt* on the board. Underline the first letter in each word. Have a volunteer explain which word would appear first in alphabetical order (*belt*) and why (because *Bb* comes before *Kk* in the alphabet).
- Write the following words on the board: *practice*, *strong*, *belt*, *karate*, *teacher*. Underline the first letter of each word. Have students work in groups to place the words in alphabetical order. Have a volunteer explain their reasoning.
- **Check for understanding:** Have students work independently to record the names of their group members in alphabetical order. Then, have students compare their results in their small groups.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.