



About the Book

Text Type: Nonfiction/Informational **Page Count:** 20 **Word Count:** 1,042

Book Summary

This informational text tells all about one of America's favorite championship games: the Super Bowl. The author explains how the famous football game began, how it got its name, and how it's changed through the years. Also included is a collection of game highlights, complete with a timeline of "Super Moments in Super Bowl History." Photographs and diagrams 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 text
- Sequence events
- Understand the use of quotation marks in text
- Identify conjunctions

Materials

Green text indicates resources available on the website

- Book—*Going to the Super Bowl* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- **Prior knowledge, sequence events, quotation marks, conjunctions 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: *festivities (n.), interception (n.), merge (v.), root (v.), trounced (v.), underdog (n.)*

Enrichment: *civic (adj.), dynasty (n.), spectacle (n.)*

Before Reading

Build Background

- Write the phrase *Super Bowl* on the board. Have students share what they know about the game. Encourage them to share experiences they may have had during any past Super Bowls, or ask if they remember magazine covers or advertisements for the game. Ask if they remember the names of teams that have won this prestigious game.

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, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

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

- Explain that good readers use what they already know about a topic to understand and remember new information as they read a nonfiction book.
- Model connecting to prior knowledge.
Think-aloud: As I read this book, I am going to look at the photos and think about what I have read. Then I will think about what I already know about football and the Super Bowl. This information is called background knowledge. After thinking about what I know, I will read the book and use my background knowledge about football and the Super Bowl to help me figure out new information in the book. I will continue reading and thinking about what I already know as I read the rest of the book.
- Return to the covers of the book. Ask students questions to facilitate the discussion, such as: *What do you notice? Why do you think the author chose these photographs?*
- Give students the **prior knowledge worksheet**. Have them read the sentences and write "Yes" or "No" to complete the column on the left.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Sequence events**

- Review or explain that writers present the events of a story in a particular order. Signal words are often provided to help readers identify the order of the events. Ask students to identify examples of signal words (*today, first, next, then, last, finally, dates, and so on*).
- Model how to sequence events.
Think-aloud: I know that a process, like a story, has a sequence of events. For example, when I call someone on the phone, first I turn on the phone. Next, I dial the number using the number pad on the phone. Then, I hold one end of the receiver to my ear and listen. Last, I speak into the other end of the receiver.
- Have volunteers explain the order of a simple process, such as making a sandwich or getting ready for school. Use time-order words (*first, next, and so on*) to record the steps on the board.
- Show students an example of a timeline. Explain that timelines list events in the order that the events happen. Tell students that they will be creating a timeline of events that are included in this book. Introduce and explain the **sequence events worksheet**.

Introduce the Vocabulary

- Write the following words from the content vocabulary on the board: *trounced, underdog, and interception*.
- Give groups of students three pieces of blank paper. Have them write or draw what they know about each word. Create a definition for each word using students' prior knowledge.
- Review that the glossary contains a list of vocabulary words and their definitions. Model how students can use the glossary or a dictionary to find a word's meaning. Have them locate the glossary at the back of the book. Invite a volunteer to read the definition for *trounced* in the glossary. Have a volunteer also look up the vocabulary word in the dictionary. Point out that the word *trounced* contains the *-ed* suffix, so the root word *trounce* will likely be listed in the dictionary. Have students compare the definitions with their prior knowledge of the word. Then have them follow along on page 19 as you read the sentence in which the word *trounced* is found to confirm the meaning of the word. Repeat the exercise with the remaining vocabulary words.

- Invite students to review the photograph on the cover. Have them write a short paragraph about a football game that utilizes all three vocabulary words. Repeat the activity after reading the book to check for student understanding of the vocabulary.

Set the Purpose

- Have students read the book to find out more about the Super Bowl. Remind them to think about what they already know about football and the Super Bowl, and to notice the sequence of events in each section of the text as they read.

During Reading

Student Reading



Guide the reading: Have students read to the end of page 9. Ask them to put an asterisk or a star next to information where they connected to prior knowledge. Encourage students who finish before everyone else to go back and reread.

- Model making connections using prior knowledge.

Think-aloud: *I read that people all over the world watch the Super Bowl from home. I remember that my family had a party at our house for the Super Bowl last year. We had friends and family members over in the afternoon, and people brought their favorite snacks and beverages. We all watched the game on our TV, and people got really excited about it! My aunt and mom wore their favorite football jerseys, and they cheered loudly for their team.*

- Ask open-ended questions to facilitate discussion about the pages that students have read so far: *What do you know about football? Why do you think so many people like to watch football? Why do you think the Super Bowl is so popular?*
- Ask students to share additional ways they connected to prior knowledge as they read.



Have students discuss and circle the events on page 4 that are most important to correctly tell the events of James Harrison's remarkable touchdown. Record the information on a timeline on the board. (Cardinals quarterback Kurt Warner throws to his receiver on their one-yard line. Steelers linebacker James Harrison snatches the ball out of the air. He sprints down the sideline. He sidesteps some tacklers and breaks away from others. He crosses the 50-yard line. He's at the 40, 30, 20, 10 . . . touchdown!)

- Ask students to tell what the page is mostly about (Harrison's amazing touchdown). Review the events on the timeline on the board. Point out that other information in the paragraph includes details that make the story interesting but are not important to the sequence of the historic play. (For example: *The 75,000 fans in the stadium in Tampa, Florida, go crazy.*) Point out that supporting details are not included in a timeline; only the most important information is listed in the most concise wording possible. Explain that complete sentences aren't always necessary when writing notes for a timeline.
- **Check for understanding:** Have students read to the end of page 12. After they finish reading, ask them to share examples of how they connected to prior knowledge.
- Have students read the remainder of the book. Remind them to think about what they know about football and the Super Bowl as they read.



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

- Have students complete the prior knowledge worksheet and compare what they knew before they read the book with what they know after reading it.
- Discuss how making connections between information read and information known about the topic keeps readers actively involved and helps them remember what they have read.
- **Think-aloud:** *When I read page 11, I thought about the commercials I have watched on television—especially the ones I've seen on Super Bowl Sunday. It reminded me of watching a very funny Pepsi commercial and a cool Doritos one. Everyone in the room stopped talking to watch the new commercials. It made me think that maybe the millions of dollars advertisers spent on Super Bowl commercials were worth it. I know that millions of viewers worldwide watch them, so they have a huge audience.*
- Have students share examples of how they connected to prior knowledge to understand the information in the book.

Reflect on the Comprehension Skill

- **Discussion:** Review the sequence of events that was identified and written on the board from James Harrison's touchdown. Practice restating the events using sequencing words (*first, next, then, after that*, and so on). Point out how it is important for students to use their own words to write about each event.



Have students turn to page 13 and review the history of the Super Bowl. Ask students to circle the important events in the section. Discuss the important events on these pages (13 through 15). Write them on the timeline on the board while students write them on their timeline on the sequence events worksheet. Allow students to make additions and corrections in their work.

- **Independent practice:** Have students complete the timeline on their sequence events worksheet, recording the important details from pages 16 and 17. When students finish, discuss their answers aloud.
- **Enduring understanding:** The author told readers about “Broadway” Joe Namath bragging that his team would win the third Super Bowl against the Baltimore Colts. With that win, the Super Bowl became established as a battleground for football bragging rights. Now that you know this information, why do you think that event completely changed the face of the Super Bowl?

Build Skills

Grammar and Mechanics: Quotation marks

- Explain that quotation marks are most often used as the punctuation marks (“ ”) around dialogue in the text. Write the following sentence on the board: *“He’s running it in for a touchdown!” yelled Cindy.* Discuss the difference between what is being said aloud by the speaker (*He’s running it in for a touchdown!*) and what is not (*yelled Cindy*). Discuss the fact that identifying dialogue is only one use for quotation marks.
- Have students turn to page 8. Ask them to identify the words on the page that are in quotation marks (*Super Bowl Sunday*). Ask why they think the author chose to place these words in quotation marks (to make them stand out because they are the name of something). Have a volunteer read aloud the sentence containing the quotation marks, and ask students to explain how they can tell that the quotation marks aren’t used to identify dialogue in this case. Point out that in this case, the quotation marks are used to make sure the reader knows that those words are special and need to stand apart from the rest of the text.
- Have students turn to page 15. Ask them to identify the text within quotation marks (*Bowl*). Ask students why they think the author chose to place quotation marks around this word (to make it stand out because its use in the name *Super Bowl* is being explained).

- **Check for understanding:** Ask students to identify other quotation marks used in the text (page 16: “Broadway” and “put his money where his mouth is”). Have them discuss with a partner why they think the author chose to use quotation marks in each example. Listen to individual responses to check for understanding. Have volunteers share their ideas with the class.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses.

Word Work: **Conjunctions**

- Explain or review that a *conjunction* is a word that links together and relates two parts of a sentence. Examples of conjunctions are: *and, but, because, when, for, or, so, and yet*.
- Write the following sentence on the board: *Friends and families get together to watch the game.* Explain that the conjunction *and* connects the subjects of the sentence, *friends* and *family*. On the board under the example, write the following: *Families get together to watch the game. Friends get together to watch the game.* Discuss how the author chose to link these two subjects instead of writing two repetitive sentences, one after another. Explain that this is an example of how conjunctions help writers make their writing more fluent, or smoothly flowing.
- **Check for understanding:** Write the following sentence on the board: *Maybe this will be the year for the first-ever Super Bowl shutout or another surprise that no one can predict.* Explain that the conjunction *or* connects one descriptive phrase (*Super Bowl shutout*) with the next (*another surprise*). Have volunteers come to the board to write the two repetitive sentences that would exist without the conjunction. (*Maybe this will be the year for the first-ever Super Bowl shutout. Maybe this will be the year for another Super Bowl surprise that no one can predict.*)
- **Independent practice:** Introduce, explain, and have students complete the [conjunctions worksheet](#). Review student answers aloud after everyone has 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 them compare with someone at home their prior knowledge about football and the Super Bowl.

Extend the Reading

Informational Writing and Art Connection

Have students utilize Internet sources to research and find more information about Super Bowl history. Have them search to find answers to such questions as: *In which cities were all of the Super Bowls played? Who won each game? What records were set or broken?* Have them write an informational paragraph with a summary sentence at the end. Encourage students to add photographs or illustrations to their work.

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

Social Studies Connection

Utilize Internet sources to research and find more information about worldwide interest in the Super Bowl. Using an overhead projector, show students how to employ a search engine such as Google to find more information about a topic. Type in: *Super Bowl Sunday* and countries viewing, and point out the articles that come up. Model how to locate the best information and how to review that information to further understand a subject. Guide students to find answers to such questions as: *What countries love to watch the Super Bowl? In how many different languages can you watch the game? What do other countries think about the halftime entertainment and advertisements?*

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:

- use the strategy of connecting to prior knowledge to understand nonfiction text during discussion and on a worksheet
- accurately sequence events in the text during discussion; create a timeline on a worksheet
- differentiate the uses of quotation marks during discussion and on a worksheet
- understand the use of conjunctions during discussion and on a worksheet

Comprehension Checks

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