

### Strand: Government/Authority

### Theme: Rules

**Purpose for Reading:** To build understandings that there are rules in sports that help players know how to play the games and stay safe.

**Comprehension Strategies:** Making connections to text, determining importance, extracting information.

#### Vocabulary

*Dictionary Words:* foul, goalkeeper, offside, referee, yellow card

*Vocabulary Words:* assistant referee, ball, Blue Team, card, fans, field, flag, free kick, game, goal, hand signals, hands, World Cup

*High-Frequency Words:* an, be, but, do, from, get, has, have, her, if, make, not, of, one, out, over, people, their, them, they, two, when, who, will, with

#### Before Reading

- *Why do we have rules?* Revisit the classroom or school rules. *What would happen if we had no rules? What are some other times or places that people need to follow rules? What could happen if people driving on roads didn't have rules?*
- Read the title and invite students to talk about what is happening in the cover photo. *Who is the man in the black shirt? How do you know he is the referee? Why does a referee have a whistle? Who is the man in the blue shirt? Is the referee talking to the man in the blue shirt? Who might the referee be talking to?*
- Read the title page together. Ask students what they think is happening in the photo. Have them infer what a yellow card might mean. *Who might be getting the yellow card? What suggests this?*

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Use questions such as, *Do you think a foul is a good or bad thing? Why might this be a foul? What is the job of the goalkeeper? Which of these photos shows players breaking the rules?*

#### Take a Photo Walk

- Pages 4–5: Invite students to discuss the photo. Read the caption and talk about what a hand signal is. *Why might the referee use hand signals instead of talking? Who is in charge of the soccer game? Why does someone need to be in charge?*
- Pages 6–7: Have students look at the photo and read the caption. Have students talk about what the players are doing. *Which player is the goalkeeper? Why do you think the goalkeeper is allowed to touch the ball with her hands? Why do you think the goalkeeper has a different uniform from the others?*
- Pages 8–9: Discuss what these players are doing. Read the caption. *Which player is breaking the rules? What is this player doing that breaks the rules? What do you think a free kick might be?* Tell students that this is called a penalty.
- Pages 10–11: Have students look at the photo and read the caption. *What do you think an assistant referee is? What do you think happened just before this photo was taken?*
- Pages 12–13: Have students talk about this photo and read the caption. *Who is the injured player?*

*Which player injured the other player? What do you think a yellow card means? Have students look carefully at the player being penalized. How do you think he feels about it?*

- Pages 14–15: Have students look at these pages and talk about what they show. Read the title. Read and discuss each rule. *How many signals are there?*

## **Read the Book**

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Have students read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## **After Reading**

### **Comprehension**

- Invite students to revisit the book and talk about why sports and games have their own sets of rules. Prompt them with questions such as, *If there were no rules, how would the players know what to do? Would the game of soccer exist if there was no rule about touching the ball with hands? What might happen if players didn't obey the rules of the game? Why do you think there is a rule in team sports about how many people are allowed to play at a time? Do you think it is fair that the other team gets a penalty? How do referees help the players play the game?*
- Have students think about a game they know. Write the name of the game on the board. Ask students to talk about the rules of the game. Prompt with questions such as, *Are there penalties for not*

*obeying the rules? What are they?*

### **Vocabulary and Word Recognition**

- Turn to page 3 and ask the students to find the word *play*. Have them search the book to find other words that contain this word. Write the words *play*, *player*, and *players* on the board. Have students suggest other words they can build from the word *play*. Write the words *played* and *playing* on the board. Repeat the demonstration using the word *jump*.
- Have students revisit the book and find all the words related to soccer. Make a list of these words. Reread the list and talk about whether any of the words are used in other games.

### **Oral Language**

- Have students work in pairs. Have students pretend they need to explain the rules of soccer to someone who doesn't know what soccer is. Students may use the book if needed.

### **Writing**

- Have students write a set of rules for a game they know.

### **Creative Extension Activities**

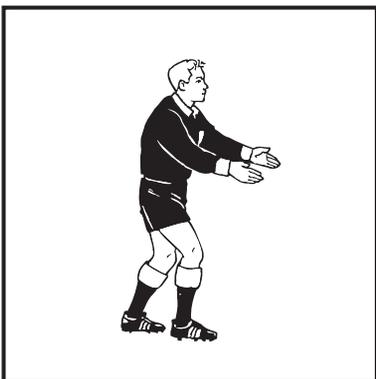
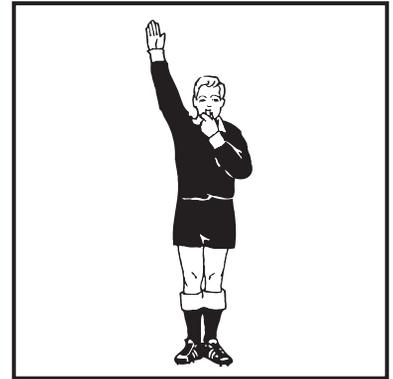
- Have students draw a set of hand signals to go with the game they like to play with friends.
- Have students make a set of hand signals to send a friend a nice message.

### **Independent Follow-Up Activities**

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

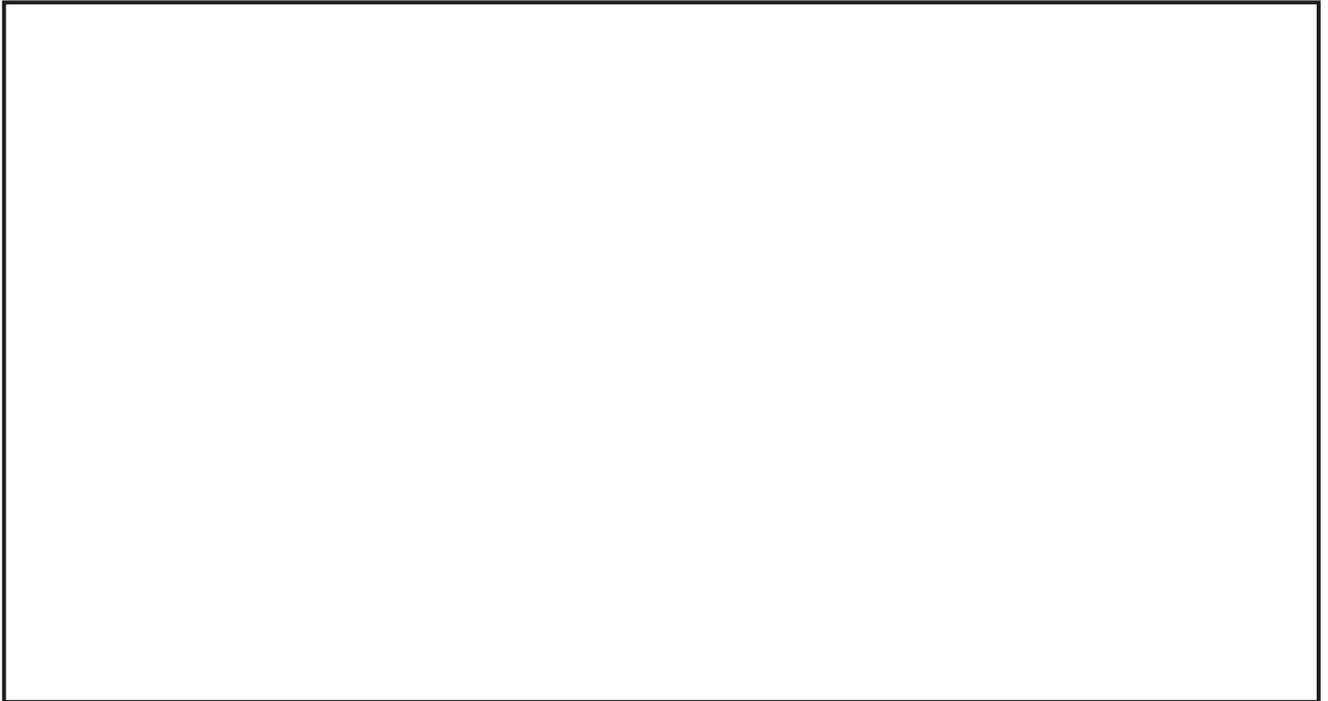
Name: \_\_\_\_\_

Write the name of the referee's signal below the picture. Use the book to help you.



Name: \_\_\_\_\_

Draw a game you like to play. It can be a sport, board game, or card game. Write the rules below.



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