

### Strand: Government/Authority

### Theme: Rules

**Purpose for Reading:** To develop an understanding of the role of a referee in sports.

**Comprehension Strategies:** Making inferences, evaluating, extracting information.

### Vocabulary

**Dictionary Words:** hand signal, referee, special clothes, warning

**Vocabulary Words:** boxers, competition, lineout, linesman, rugby, taekwondo, warning

**High-Frequency Words:** all, be, do, down, from, get, has, have, help, him, if, make, may, not, of, one, out, over, people, some, their, them, they, too, were, what, when, who, will, with, would

### Before Reading

- Read the title and ask students what a referee is. Look at the cover photo and ask students which person is the referee. *Who is the other person? What sport is this?* Invite students to talk about what is happening in the photo. Have them look at the body language and facial expression of the referee and predict what the referee might be saying.
- Read the title page together. Invite students to discuss what the referee is doing in this photo. *How do you know the man in the middle is the referee? What sport do you think this is? What will the job of the referee be? What do you notice about the way the referees look? How is it different to the way the sportspeople look?*
- Have students think of all the things they know about referees. Write them on a chart under the heading, *Things I Know*.

### 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, *What is the referee doing here? What is a hand signal? What is a warning? When might a player or a team get a warning? What special clothes does a referee wear?*

### Take a Photo Walk

- Pages 4–5: Invite students to look at page 5 and talk about what it is. Tell students that it is called a table and it contains information about referees. Read the title and the subheadings. *What is an umpire?* Explain that referees can be called umpires.
- Pages 6–7: Invite students to read the caption and discuss the meanings of the words *rugby*, *linesman* and *lineout*.
- Pages 8–9: Have students read the heading on page 8 and the caption on page 9. *What is a warning?* Invite students to discuss what the player might have done to get a warning.
- Pages 10–11: Read the headings and discuss why a referee might use a whistle. Ask students what a hand signal is. Read the caption. Discuss the hand signal the referee is using and what it might mean.
- Pages 12–13: Invite students to read the heading and caption. Have students talk about whether a referee would need to be fit. Why?
- Pages 14–15: Read the heading and discuss whether students think the special clothes are for the referee or the players. Read the caption and talk

about the clothes the people are wearing. *What did you notice about the clothes the referees were wearing through this book?*

## Read the Book

- Ask students to 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. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Invite students to return to the book to discuss the different jobs of the referee. Make a list on the board. Have students talk about things they learned about referees that they didn't know before they read the book. Return to the prior knowledge chart and in a second column write the heading, *Things I Learned*. Record students' responses under this heading. Compare what the students knew before with what they know now.
- Encourage students to make inferences and evaluate information from the book. Use questions such as, *Why do referees need to know all about the game they referee? Why do some sports have more than one referee? Why is a whistle a handy tool for a referee? Why are hand signals a useful way of talking to players?*

### Vocabulary and Word Recognition

- Have students find the word *know* on page 4. Write the word on the board and ask students

to find the tricky part. Discuss the silent *k*. Tell students to look at the word closely and close their eyes to make a picture of the word in their head. Have them look up the word to check. Have them write the word five times, saying it each time they write it.

- Have students think of other words that have the *-ow* ending and rhyme with *know*. List the words *blow, flow, grow, mow, low, row, show, tow* on the board as well as others that share the *ow* rime. Show and discuss words that rhyme but do not share the same spelling pattern.

### Oral Language

- Have students work in pairs, using the books. Have them take turns asking each other questions about referees. Students may use the book to find the answers. *What does a referee do?*

### Writing

- Have students write one sentence about each photo in the picture dictionary.

### Creative Extension Activities

- Have students design a referee uniform for a sport they know.
- Have students draw three things a referee does.

### Independent Follow-Up Activities

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

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

Choose a photo from the book. Draw a picture that shows what is happening. Draw speech bubbles. Write what the people say or think.



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

Make a word web. Write down all the words you can think of that have to do with referees.

