

Reading Level: Grade 1

Genre/Subject: Social Studies

Materials

- Book for each student
- Chalkboard or dry erase board
- Magnetic letters
- Pencils, crayons or markers, paper
- Inferencing handout (p. 3 of this guide) (optional)
- Sticky notes (optional)

Lesson Standards

- **Craft and Structure: CCSS ELA-Literacy RI.1.6:** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- **Integration of Knowledge and Ideas: CCSS ELA-Literacy RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Targeted Reading Strategy/Objectives:

Infering

Before Reading

Build Background

- Introduce the book to students by reading the title and asking them what they know about soccer.
- Review the title page, table of contents, picture glossary, and index. Talk about the information on those pages (title of book, author's name, vocabulary words and definitions). Explain that the text features are important when reading an informational book because they allow the reader to look for interesting and important information that he or she needs to find.
- During the book walk, introduce new vocabulary and model ways to figure out the words. For example, point out the word **world** on page 4. Ask students if they remember the rule for the "bossy R." Tell them that the bossy R changes the vowel sound and makes the **o** sound like /er/ when it is next to the **r**. Then have them try to solve the word using all the other strategies they know.

Skill Introduction

- Tell students that they are reading about soccer. They will learn new information and will need to use the text and the pictures to help them understand what the author is trying to teach them. Explain that they will need to think about the information that might not be printed, but that the author is telling them through the pictures. They will also be learning about inferences. Explain that inferences are when you figure out something that wasn't completely explained by using the information found in the text combined with your own experience.

Think Aloud: *It is important to think about what you already know about soccer because sometimes when we read the author's words or look at the pictures and think about what we know, we can infer, or make a good guess, based on what we know. For example, if I look outside the window and I see someone wearing a scarf, hat, and gloves, I can infer that it is cold outside. Does that make sense?*

Critical Thinking with Bumba Books

Foster higher-order thinking skills by embedding Bumba Books' critical thinking questions into your reading instruction. Use them to spark discussion, and encourage your emergent readers to be actively engaged in informational text!

During Reading

Check for Understanding

- Guide reading by asking students to read through page 9 (you may want to place a sticky note there). Fast finishers can reread until everyone is finished. Students should be reading in their minds or subvocalizing so everyone can read at their own pace.
- Model targeted skill.

Think Aloud: *I have been using the information from my reading, from the pictures, and from what I already know about soccer to make inferences about certain information. For example, let's look at pages 8 and 9. On page 8, the author asks why the teams wear different shirts. I just read about how two teams play each other in a game of soccer and that each team has a net on the field at each end. I know from my own experience that each team wants to shoot the ball into the other team's net to score. Using the information from my experience and from the reading, I can infer that the teams wear different color shirts so that the players can see their teammates and so they pass the ball to the right team. If everyone wore the same color, you would not be able to tell which players were your teammates right away.*

- Have students finish reading the rest of the book. Remind them to make good guesses about information that might not be printed from what they know about soccer and by using the pictures. Have students place a small sticky note next to any word they cannot read or understand. This can be discussed after the book is read.

After Reading

Response to Text

- Ask students to think about what they have learned about soccer. Have students discuss the question on page 12 with a partner. Have them use evidence from the text on how they arrived at their answer. Monitor comprehension of the reading strategy based on answers and discussions.

Word Work

- Have students read the word **might**, have them look at the beginning of the word, and then tell them to make it on their magnetic board. Once they have done that, tell them to write it in their notebooks or on paper. Then have them take away the **m** and add an **r**, ask them to read the new word, have them say it aloud. What word did they make? Have them repeat this by taking away the first letter and adding another letter. Have them continue making words and having them read and write each new word. Then see if they can add two new letters, for example, **fr** to make **fright**.

Extend the Reading

- Students will use the Inferencing handout (p. 3 of this guide) to answer the question from the book *Soccer Time!* Tell students that they will be looking at the picture from page 14 in the book and thinking about the question on this page to make a good guess, or to infer, information to answer the question. They will need to think about what they read from the book *Soccer Time!* and what they already knew about soccer to help them make an inference. Tell them to look at the expressions on the children's faces, the setting, and what is happening in the picture.
- World Cup research: Every four years there is a World Cup soccer tournament, where teams from across the world play each other. Have students research who won the last World Cup. What year it was played in and where it was held? Once students have completed this, put them in small groups that can work together to find out what the official logo of the World Cup tournament was for that year. Have them make a poster and color it according to the colors that were on the logo.

Name: _____

Inferencing

Why do you think players pass the ball?	
Inference (good guess)	Evidence from text