

Strand: History/Culture

Theme: Culture

Purpose for Reading: To build understandings of games that can be played by one or more people.

Comprehension Strategies: Making connections to self, making connections to the world, classifying and categorizing, predicting, summarizing.

Vocabulary

Dictionary Words: jump rope, Kawi Pawi Po, piñata, string games, tug of war

Vocabulary Words: aunt, father, hand signs

High-Frequency Words: all, from, get, has, have, his, little, make, of, one, out, people, over, put, their, they, two, three, very, when, with, your

Before Reading

- Ask students about the games they like to play. Make three columns on the board and list the games under three headings: *Games I play on my own, Games to play with friends, Team games.*
- Read the title and ask students what is happening in the cover photo. Discuss other sorts of string games people play. *What do you need to play a string game? Who might this boy be playing with?* Ask students to predict other sorts of games that might be in this book.
- Read the title page together and invite students to talk about the game these people could be playing. Ask students if they have played this game.

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. Discuss the games being played and ask students which games they have played.

Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and talk about what is happening. *What is this game called? How do you play?* Read the caption and ask students if they have played this game.
- Pages 6–7: Ask students to look at the photo and discuss what these girls are playing. Read the caption. *What are some games you can play on your own with a skipping rope? What are some games you can play with others?*
- Pages 8–9: Invite students to look at this photo and read the caption. *What are marbles? How do you play marbles? Is it easy to play marbles? What do you think this boy is thinking?*
- Pages 10–11: Ask students to look at this photo and talk about what these people are doing. Read the caption and ask students if they know what string games are. *How do you play string games?*
- Pages 12–13: Have students discuss what is happening in the photo and read the caption. *What is inside the piñata? What does the girl taking a turn have around her head? Why?*
- Pages 14–15: Invite students to look at this picture and read the caption. *What is this game? Who has played this game?* Invite students to explain how to play the game. Have them play the game with a partner.

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

- Discuss students' predictions about games that may have been in the book. *Were they correct? Which games were in the book? Which were not?*
- Revisit the book and ask students to sort the games into two groups: those that need equipment and those that do not. Make a chart and add the games to the chart. Have students brainstorm other games to add.
- Ask students to walk through the photos in the book and talk about the expressions on the faces of the people. *What are some words that tell us how these people feel?*
- Ask students to think about the advantages of games. Prompt them with questions such as, *Are games enjoyable? What do games teach us? How do games help us to make friends? Which games make us exercise? Which games make us think?* Ask students to work with a partner and think up a general statement to describe games.

Vocabulary and Word Recognition

- Find *put* on page 8. Ask students to make a picture of the word in their head. Write the word

on the board and ask students to think of sentences using the word. Write the sentences on the board, inviting students to fill in the word *put*. Have students write *put* five times, saying it as they write.

- Have students find the words *game*, *line*, and *rope* on page 4. Write these words on the board. *What is the same about these words? Does the e make a sound?* Tell students *e* is a silent letter and its job is to make the vowel in each word say its own name. Have students identify the vowels in these words. Support students to get their mouth around the sounds in each word, stretching out the sounds and emphasizing the long vowel sound in each word. Have students turn to page 14 and look for two more words that use this rule.

Oral Language

- Have students work in pairs to tell each other about their favourite game.

Writing

- Have students make a list of words from the book that have a silent *e* at the end. Have students choose three words and write a sentence for each.

Creative Extension Activities

- Have students think up a new game to play on their own. Have them teach a friend to play it.
- Have students invent a new game to play with friends. Have them draw it.
- Teach students some string games.

Independent Follow-Up Activities

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

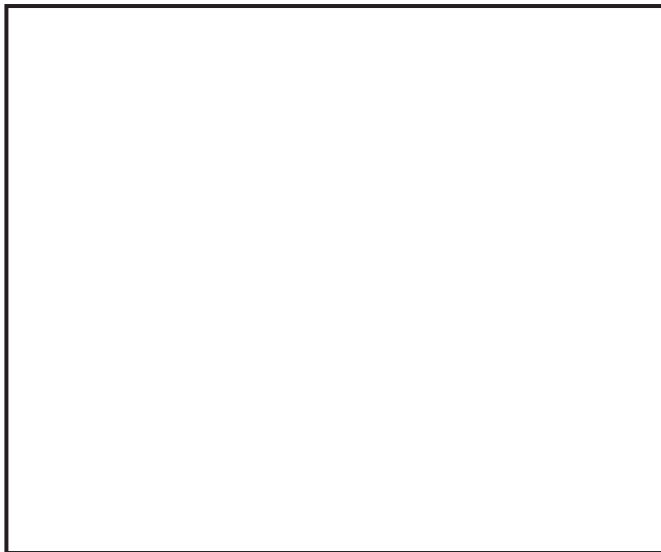
Name: _____

Fill in the table. Use games from the book and other games you know.

Games to Play on My Own	Games to Play with Friends

Name: _____

What is your favourite game to play on your own?
Draw and write about it.



What is your favourite game to play with friends?
Draw and write about it.