

Crazy About Sports!

Unit 1 Goals

- Read *Ice Hockey* and *The Mystery Player*
- Identify fiction and nonfiction

Unit 2 Goals

- Read the blog post *A Softball Star*
- Identify the writer's purpose

Writing Goal

- Write a persuasive text

Topic 1, Opener, Student Book Pages 6–7

See the *Walk-Through* on pages 7–16 for a general approach to each exercise.

Excite

Communication Display different types of sports equipment in front of the class. Explain to the class that in this Topic, they'll read, write and talk about things related to sports. Ask students to share what their favorite sport is and why. Ask students if the equipment for their favorite sport is displayed or not.

Engage

Collaboration Have students do internet research to find the history of different sports. This lesson gives a very brief history of table tennis. Have students work in pairs or groups of three to present bullet points about the history of different sports.

Extend

Play the game **Card Grab** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) with the names of different sports written on cards.

Answer Key

A: 1. Playing table tennis/ping pong. 2. Answers will vary.

B: 1. England 2. Answers will vary.

Unit 1, Get Ready to Read, Student Book Page 8

Excite

Present the reading goal and explain that every piece of writing is either fiction or nonfiction. In fiction, we can identify characters and setting. In nonfiction, we can identify information. Have students give examples of fiction stories and nonfiction information that they have encountered in their lives.

Engage

Communication After completing exercise B, have the students watch a clip from a recent news broadcast in your city or town. Explain that news broadcasts are nonfiction. Ask students to share what kind of information they learned from the news broadcast.

Extend

Creativity/Collaboration Tell students to find a partner and create a game. Once the game is created, have each set of partners teach the game to another set of partners and vice versa.

Answer Key

A: 1. Completed for you 2. Fiction 3. Nonfiction **C:** b

Unit 1, Read, Student Book Page 9

Excite

Critical Thinking Tell students that they are going to read two different texts on this page: one is fiction and the other is nonfiction. Write “fiction” on one side of the board and “nonfiction” on the other side. Have students raise their hands and offer suggestions on media they know about that is fiction and non-fiction. Write down their answers on the board in the correct category.

Engage

Play a matching game. On one set of cards, write the vocabulary words from this page. On another set of cards, draw a picture representation of the word. Distribute the cards among the class and have students find the card that best matches their own.

Extend

Communication Have students write down on a card a sport they are good at playing and a sport they wish they were better at playing. Have students share their information. Ask students to find someone in the class who has the sport they wish they were better at playing listed as their favorite sports. Spend some time giving tips on how to be better at the sport. Then, switch.

Unit 1, Understand, Student Book Pages 10–11

Excite

Explain to students that you can tell what kind of text you're going to read by whether it has illustrations or photographs. Usually, nonfiction texts have photographs and fiction texts have illustrations. Show some pictures to the class—some with illustrations and some with photographs—and have the class guess whether the pictures would go with a fiction or nonfiction text.

Engage

Critical Thinking After reading both texts, have the students identify the characters, setting and happenings in *The Mystery Player*. Have them identify the facts in *Ice Hockey*. Ask students to share their findings with the class.

Extend

Play **Beanbag Toss** (see pg. 28) with the Key Words from this unit.

Answer Key

A: a **B:** 1. Completed for you 2. Puck 3. An animal

C: 1. Completed for you 2. Players 3. Score a goal 4. Play ice hockey **D:** 1. Completed for you. 2. Table tennis 3. Soccer 4. Badminton **E:** 1. Completed for you 2. He is very good at table tennis. 3. He is very good at ice hockey. 4. He isn't very good at badminton.

Unit 2, Get Ready to Read, Student Book Page 12

Excite

Communication After presenting the reading goal, reiterate that every author has a purpose for writing. Prepare a few paragraphs or writing examples ahead of time. Present each to the class as handouts or on an overhead projector. Ask students to review the paragraph and then raise their hands to tell what they think is the author's purpose for writing the text.

Engage

Play the game **Teacher's Mistake** (see *Games and Activities* on pages 20–21 of this Teacher's Guide) while you read the text in exercise B aloud to the class. As you read, skip over words in the text that might change the writer's "purpose" for writing the text. As students identify the missing words, ask them how the purpose might change if the word was changed to something else. Give examples and have the students share their observations with the class.

Extend

Creativity/Communication Have the students identify something they would like their parent or friend to do. Ask students to find a partner. In small groups have students try to persuade the partner to their point of view. Then, switch. Share the results with the class. Were the partners persuaded?

Answer Key

A: a C: 1. ✗ 2. ✓ 3. ✓

Unit 2, Read, Student Book Page 13

Excite

Communication/Critical Thinking Tell students they are going to read a blog post about a girl who plays softball. Softball is a sport you play on a team. Tennis is a game you play by yourself against one other person. Ask students which they prefer—team sports or sports you play on your own?

Engage

Collaboration Play a matching game using the cards you created for unit 1 with the vocabulary words and add the vocabulary words from unit 2 to further build on their vocabulary. On one set of cards, write the vocabulary words from this page. On another set of cards, draw a picture representation of the word. Distribute the two sets of cards among the class and have students find the card that best matches their own.

Extend

Collaboration/Communication Divide the class into two teams. Play Down the Line (see *Games and Activities* on pages 20–21 of this Teacher's Guide). When both teams finish, ask the students what they learned from playing on a team. What is important to be successful on a team?

Unit 2, Understand, Student Book Pages 14–15

Excite

Play **Buzzers** (see pg. 28) with the Key Words from this unit.

Engage

Collaboration Create a set of matching cards. One set of cards will have the days of the week on them. The other set of cards will have the activities Emma does on each day written on them. Distribute the cards to the class and have the students find the day of the week that matches the activity. Then have students work together to put the days of the week in order.

Extend

Communication Look at Olly's question at the top of page 14. What is Emma's purpose in writing this blog post? Have students find a partner and discuss what they think is the purpose of the text.

Answer Key

A: 1. Yes 2. No 3. Yes B: 1. Completed for you 2. A 3. A
C: 1. Completed for you 2. Mitt, c 3. Basketball, a 4. Bat, d
D: 1. Completed for you 2. On the weekend 3. On the weekend 4. During the week E: 1. Likes to practice yoga.
2. Likes to watch TV. 3. Likes to play badminton. 4. Likes to play basketball.

Units 1 and 2, Reading Check, Student Book Pages 16–17

Excite

Communication Before you read the selection as a class, ask students to look at the photograph that goes with the reading selection and guess what the text is about. Ask volunteers to share their thoughts.

Engage

Critical Thinking Read the selection out loud. Explain to the students that the text is a brochure. Brochures are meant to inform and persuade. Ask students to review the brochure text and underline the information that is important to deciding whether or not to sign up for the camp.

Extend

Critical Thinking Ask students to form groups of three or four. Assign each group an idea (e.g. why the school week should only be four days, or whether pizza should be named the official national food), and explain that each group should give reasons why that idea is a good idea. Give students 20 minutes to come up with their reasons. Have them present to the class.

Answer Key

B: 1. ✗ 2. ✓ C: 1. ✗ 2. ✓ 3. ✓ D: 1. Completed for you 2. Four weeks 3. Basketball 4. Friendly 5. Swim E: 1. players 2. team 3. Play badminton 4. Play softball 5. Play soccer 6. Practice yoga

Units 1 and 2, Get Ready to Write, Student Book Page 18

Excite

Communication Introduce the writing goal for the unit by discussing the persuasive writing we see every day in life. Ask students for examples of commercials on TV they've seen that persuaded them. Ask if the same commercials persuaded their parents. Ask students to think of other ways people use persuasion. Make a list on the board of the ways students are persuaded, such as friends, family members, books, films, posters, fliers, and more. Then, as a class, discuss what makes some things persuasive.

Engage

Collaboration Play the game **Order the Text** (see pg. 30) with the text from exercise A in pairs. Students will learn to follow an organizational pattern and understand that there is always a beginning, middle and end to any piece of writing.

Extend

Critical Thinking Look at the writing tip at the top of page 18. Olly says four words will help us persuade readers. What words does Helen use in her letter to Lisa? Do you think they helped persuade Lisa to join the team?

Answer Key

A: Answers will vary **B:** 1. soccer, player 2. Join, great

Units 1 and 2, Write, Student Book Page 19

Excite

Play the game **Station Stop** (see pg. 31) to review the Key Words from units 1 and 2.

Engage

Collaboration Once students have completed exercises C and D, have them exchange papers with a partner. Have the partner read the exercise and give feedback about whether or not the letter was persuasive.

Extend

Play the game **Charades** (see pg. 28) to review the sports action words from the units.

Answer Key

C: Answers will vary. **D:** Answers will vary.

Units 1 and 2, Writing Tutor Worksheet

Excite

Make two columns on the board and label them Opinion and Reason. Have students raise their hands and give an opinion about something. Then, ask them for a reason for their opinion. Make sure students understand that they will need to have a reason ready to share if they plan to share their opinion. Write down students' answers on the board in the appropriate column.

Engage

Critical Thinking As students complete the Writing Tutor worksheet, have them review the text in exercise A. Ask them questions like *Were you persuaded by Ellie's e-mail? Why or why not?*

Extend

Collaboration/Communication If time permits, have students switch papers and review their partner's persuasive paragraph in exercise D. Ask students to discuss with their partner why or why not they were persuaded by their paragraph. Have each partner circle the words *should*, *shouldn't*, *will* or *won't* in their partner's paragraph.

Units 1 and 2, Project

Excite

Collaboration Tell the class that in this Project they are going to create a game and instructions on how to play it. Have students raise their hands and offer suggestions of games they like to play. Write their suggestions on the board. Then, have the students form small groups and pick one of the games on the board. Have them write five steps on how to play the game. Then have a few groups share their instructions with the class.

Engage

As students work on the Project Notes, circulate throughout the classroom. Review the steps to play the game with the student and ask questions about the game. *How many people do you need to play? How many points can you get? How do you know if you've won? What is the reward for winning?*

Extend

After completing exercise C, choose a few games the students came up with to play. These should be games you can do in the classroom with minimal equipment or things you have in the classroom already. Have students follow the steps to play exactly. Ask students if they found any missing steps.

Workbook Answer Key

Unit 1 A: Students should circle the photo and caption.
B: 1. a 2. c 3. b 4. a **C:** 1. a 2. b 3. a 4. B **D:** 1. play soccer 2. team 3. player 4. scores a goal 5. play badminton 6. play ice hockey **Unit 2 A:** Paragraph 1: gives information; Paragraph 2: persuades **B:** 1. No 2. Yes 3. Yes 4. No 5. Yes 6. No **C:** 1. play softball 2. mitt 3. practice yoga 4. catch the ball **D:** 1. play softball 2. mitt 3. catch the ball 4. bat