



About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 514

Book Summary

Jessica Loves Soccer is a story about a girl who loves to play soccer. One day the young heroine gets the chance to help her older brothers' soccer team, though few of the players believe she is up to the task. In the end Jessica is acknowledged as being a good soccer player, even by her brothers.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Summarize to understand text
- Make inferences and draw conclusions
- Identify consonant *kn* digraph
- Identify proper nouns
- Identify and use homophones

Materials

Green text indicates resources available on the website

- Book—*Jessica Loves Soccer* (copy for each student)
- Chalkboard or dry erase board
- [Make inferences/draw conclusions, consonant *kn* digraph, proper nouns, homophones worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- **Content words:**
 - Story critical: *Championships* (n.), *goal* (n.), *invisible* (adj.), *miserable* (adj.), *spectacular* (adj.), *teammates* (n.)
 - Enrichment: *coach* (n.), *field* (n.), *goalie* (n.), *neighborhood* (n.), *referee* (n.)

Before Reading

Build Background

- Discuss the sport of soccer with students. Ask who has played soccer before and whether it is a sport for boys, girls, or both. Ask why students think so. If the season permits, take the class to see a local soccer team play a game or practice.

Preview the Book**Introduce the Book**

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what kind of book this is and what it might be about. (Accept any answers students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: Summarize

- Explain to students that one way to understand and remember information in a book is to summarize paragraphs, sections, or chapters mentally or on paper. Explain that a summary is a brief overview of the most important information in the text.
- Model summarizing using pages 5 and 6.
Think-aloud: *To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences. For example, the text on page 5 says that the team and coach are unhappy about something. I will underline the words something was wrong. When I read page 6, I found out about the problem. On this page, I will underline Four of our players have chicken pox and If we don't have eleven, we can't play. The Sharks will then win the Championship. When I look at this important information, a summary of pages 5 and 6 might be: Four players have chicken pox so only ten people are fit to play. The rules say that 11 players are needed so the team can't play and the Sharks will win the championship.*
- Invite students to practice summarizing the important information in a familiar story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words, prefixes, and suffixes. They can use context clues to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Direct students to page 14. Have them find the word *invisible*. Model how they can use context clues to figure out the meaning of the unfamiliar word. Explain to students that the sentences before the word include information that will help them figure out the word. Have students read and look at the picture on page 14. Say: *As I read this page and look at the picture I see Jessica leaving the center circle, but no one seems to notice.* Ask students if they can think of a word that means *to go unnoticed* that begins with the letter *i*. Ask students: *Would the word invisible work in this sentence? Yes, it would.*
- Remind students that they should check whether a word makes sense by rereading the unfamiliar word in the sentence.

Set the Purpose

- Have students read the book to find out what happens to Jessica, stopping after every few pages to summarize the story in their mind.

During Reading**Student Reading**

- **Guide the reading:** Have students read to the end of page 7. Encourage those who finish before others to reread the text.

- Model summarizing using pages 9 and 10.
Think-aloud: I made sure to stop after the first few pages to summarize what I'd read so far. On pages 9 and 10, I read how Jessica joined the Red Dragons' team. In my mind, the summary for this part of the story was: Jessica joined the team but the coach told her not to kick the ball. The Sharks laughed at her long shirt.
- Tell students to read the remainder of the story. Remind them to think about what happens to the characters and why, so they can summarize the events in their mind.
- ✍️ Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading

- Ask students which words they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how stopping to summarize in their mind what is happening in the story helps students remember the events and better understand what is happening.
Think-aloud: I know that summarizing keeps me actively involved in what I am reading and helps me understand and remember what I've read. I know that I will remember the story because I summarized events as I read the book.

Teach the Comprehension Skill: **Make inferences/Draw conclusions**

- **Discussion:** Review with students what Jessica's problem was (*she liked playing soccer, but the boys didn't think she was good enough because she was a girl*). Ask students how the story ended (*Jessica scored the winning goal and their team won the championships*).
- **Introduce and model:** Explain that not everything an author conveys in a story is directly stated. Sometimes readers must make inferences by understanding the indirect language used. Explain that to make an inference means to come to a conclusion by reasoning, using something either already known or assumed. For example, if we look outside the window and the ground is wet, we may infer that it has rained. We may not have seen the rain, but because we know that the ground is usually wet after it rains, this is a safe assumption.
- Tell students that in *Jessica Loves Soccer*, there are many opportunities to use the skill of making inferences. Read the following sentences from page 3 aloud: "*Jessica is a good soccer player,*" said Jason. "*Yes, for a girl,*" added Jamal. Ask students what they think Jamal means. Point out that even though the author didn't directly say that Jamal thinks girls aren't as good as boys at playing soccer, the reader can easily infer what he means. Ask students what they think of Jamal's opinion.
- Tell students to turn to page 10. Read the page aloud as students read along silently. Ask them what the coach thinks about Jessica. Point out that the author doesn't directly state that the coach doesn't think she is a good player, but that the reader can make the inference because he tells her not to move or kick the ball, and that she is there to make up the numbers.
- Tell students that illustrations sometimes help readers to make inferences about the story. Ask them to look at the illustration on page 10. Ask students why they think the boys are laughing. Ask them how they think Jessica feels. Point out that the author does not say everything directly in the text, but that the illustrator helps the reader infer more about the story.
- **Check for understanding:** Tell students to read page 5 again and to look carefully at the illustration. Ask them why the twins were excited that morning. Ask students how the twins knew something was wrong when they arrived at the soccer field. Ask how the illustrations and text helped students make their inferences.

- **Independent practice:** Introduce, explain, and have students complete the [make inferences/draw conclusions worksheet](#). If time allows, discuss their answers.
- **Extend the discussion:** Discuss with students the fact that people regularly make inferences about how others think and feel based on their facial expressions and body language. Using different illustrations from the text, have students reenact the feelings by showing body language and facial expressions that convey the mood. Point out that no talking is necessary for people to infer the mood being conveyed in each example.

Build Skills

Phonics: Consonant *kn* digraph

- Write the word *knee* on the board and say it aloud with students.
- Have students say the /n/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /n/ sound in the word *knee*.
- Circle the *kn* letter combination. Explain to students that the letters *k* and *n* together represent the /n/ sound at the beginning of the word *knee*. Have students practice writing the *kn* letter combination on a separate piece of paper as they say the sound the letters represent.
- **Check for understanding:** Write the following words on the board that begin with the *kn* letter combination, leaving off the initial *kn*: *knit*, *knock*, *know*. Have students complete and write each word on a separate piece of paper. Then have them read each word aloud to a partner.
- **Independent practice:** Introduce, explain, and have students complete the [consonant *kn* digraph worksheet](#). If time allows, discuss their responses.

Grammar and Mechanics: Proper nouns

- Review or explain to students that a *noun* names a *person*, *place*, or *thing*. Ask students to turn to page 5 and give examples of nouns from the text (*game*, *twins*, *field*, *something*, *coach*, *team*).
- Review or explain to students that a *proper noun* is the name of a *specific person*, *place*, or *thing*. A proper noun always begins with a capital letter. Have students turn to page 3 and find examples of common nouns and their corresponding proper nouns (*twin brothers*, *Jason and Jamal*). Point out that the proper nouns are the names of specific twin brothers.
- Write the following sentence on the board: *The coach liked dragons so he named his team the Red Dragons*. Ask a volunteer to come up to the board and circle the proper nouns (*Red Dragons*) and underline the common nouns (*coach*, *dragons*, *team*). Explain to students that in *Red Dragons* the word *Dragons* is a proper noun because it is part of the name of a team. Earlier in the same sentence *dragons* is a common noun because it is the name of a thing (a creature).
- **Check for understanding:** Write the following sample sentences on the board; do not capitalize the proper nouns: *We all play soccer. Tomorrow we play in the city soccer championships. In the book jessica loves soccer, a girl named jessica plays soccer*. Have students read through the sentences, looking for places to capitalize the appropriate words. Ask for volunteers to come to the board and change the words to proper nouns (*City*, *Soccer*, *Championships*, *Jessica*, *Loves*, *Soccer*, *Jessica*). Point out the different times that the word *soccer* is used, sometimes as a common noun and sometimes as a proper noun.
- **Independent practice:** Introduce, explain, and have students complete the [proper nouns worksheet](#). If time allows, discuss their answers.

Word Work: Homophones

- Have students turn to page 5. Write the following sentence on the board and read it aloud: *Their coach, and the rest of the team, looked very miserable*. Circle the word *their*. Have students identify to what the word refers (*the Red Dragons*).
- Have students turn to page 10. Write the following sentence on the board and read it aloud: *She was there to make up the numbers*. Circle the word *there*. Have students identify to what the word refers (*the center circle of the field*).

- Ask students to identify which words in the sentences sound the same but are spelled differently and have different meanings (*their, there*). Write these words on the board. Explain that words that sound the same but are spelled differently and have different meanings are called *homophones*.
- Invite students to share other homophone pairs they may know. Write these pairs on the board.
- **Check for understanding:** Write the homophones *ate, eight, blue, blew, one, and won* on the board. Have students use each word in a sentence on a separate piece of paper. Invite them to share their sentences aloud.
- **Independent practice:** Introduce, explain, and have students complete the [homophones worksheet](#). If time allows, discuss their answers.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students rewrite the end of the story. For example, Jessica might kick the ball but miss the goal. Then what would happen? As an alternate example, she might kick the ball and score the winning point. After the end of the game, her brother might decide to do . . . what? Remind students to be aware of how they use common and proper nouns, and to capitalize appropriately. Encourage the use of dialogue and quotation marks.

Math Connection

Ask the following: *In Jessica's family there are 1 girl and 1 pair of twins. What is the total number of children in the family? If 4 players have chicken pox and 10 players are okay, what is the total number of players on the team when everyone is healthy? There must be 11 players or the Red Dragons can't play. How many additional players do they need? The score was Sharks: 2, Dragons: 2. Jessica kicked a goal. What is the final score? If each team has 11 players, what is the total number of players on the field?*

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently use the strategy of summarizing as they read to better comprehend information in text
- consistently use language and illustrations in text to make inferences and draw conclusions about the characters during discussion and on a worksheet
- correctly identify consonant *kn* digraph during discussion and on a worksheet
- accurately distinguish common and proper nouns found in the text during discussion and on a worksheet
- accurately identify the use of homophones during discussion and on a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)