The Winning Point!

**SUMMARY** Although she is a good soccer player otherwise, Lucy freezes up when she’s near enough to the goal to score. She learns to focus only on herself and the ball and solves her problem.

**LESSON VOCABULARY**
- basketball
- disease
- freeze
- guard
- popular
- sports
- study
- terrible

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss the title and author of *The Winning Point!* Invite students to look at the illustration and decide what game the book is about and what they think will happen. Ask: Why do you think the author added an exclamation point to the title?

**BUILD BACKGROUND** Make sure students know something about the game of soccer. Ask volunteers who are players to briefly explain the game to those who don’t know about it, or do it yourself if necessary.

**PREVIEW/USE TEXT FEATURES** Ask students to preview the book by paging through it and looking at the illustrations. Lead them to forecast what the book might be about. Ask why they think page 12 is different.

**READ THE BOOK**

**SET PURPOSE** Make sure students consider what they saw when they previewed the book to help them set a purpose for reading.

**STRATEGY SUPPORT: SUMMARIZE** Discuss with students that summarizing means telling only the main ideas or events in a story, not the details. Summarizing is one way good readers check their understanding of what they have read. In a summary, students should tell the main points of a story in their own words.

**ELL** Work with students as a group to write a summary of the story together. Then edit it to get rid of the unnecessary details. Help them understand the difference between the main ideas and the details.

**COMPREHENSION QUESTIONS**

**PAGES 3–4** What is Lucy’s problem? (She’s a good soccer player but never scores, even when she has the chance.)

**PAGE 5** Lucy kicked the ball into the goal when she was chatting with Isabel. Why can’t she do that in a game? (She says she freezes up.)

**PAGES 6–7** What did Lucy do to try to solve her problem? (She went to the library and found a book by a popular soccer player, who wrote that she, too, had often panicked until she learned to focus.)

**PAGES 10–11** What did Lucy tell herself when she had an opportunity to kick for a goal? (It was just her and the ball) How did this help her? (She was able to focus only on what she was doing, and she made the goal and won the game.)

**PAGE 12** Do you think soccer is the most popular game in the United States? Why or why not? (Answers will vary, but many students will think that baseball or American football is the most popular game here.)
REVISIT THE BOOK

READER RESPONSE

1. Possible responses: soccer players work hard; that some freeze; they enjoy playing the game.

2. Possible responses: Lucy is never able to score in soccer; she thinks she should quit; she reads about a famous soccer player who needed to learn to focus; Lucy takes that advice; she kicks the final goal to win a game.

3. Responses will vary but should show an understanding of the vocabulary words.

4. Sentences will vary, but students should follow the directions.

EXTEND UNDERSTANDING Tell students that soccer was not known very well or played much in this country for many years. Only since the 1980s has the game become really popular here. That is one reason many adults do not know the game and it is not seen on television as much as other sports such as baseball or American football.

RESPONSE OPTIONS

ART/LANGUAGE ARTS Invite students to brainstorm a list of their own favorite sports, including those they themselves like to play. Divide students into groups according to their favorite sport. Have each group choose a way to tell the rest of the class about their sport. They may choose to orally describe it, to draw individual pictures, or to work together to create a mural illustrating it.

SPORTS CONNECTION
If possible, have students play a game of soccer on the school grounds or in the gym. Briefly explain the rules of the game before they get started, and divide students into teams. Let everyone have a chance to play.

Skill Work

TEACH/REVIEW VOCABULARY
List on the board the vocabulary words with the pages where they appear: basketball 5, disease 5, freeze 5, guard 3, popular 6, sports 6, study 6, terrible 5. Have students find each word, read the sentence in which it appears, and use context clues to decide what it means.

TARGET SKILL AND STRATEGY

GENERALIZE Recall with students that when they make a broad statement that covers many different examples, they are generalizing. Give students several examples, such as Many kids like to play soccer or Most kids at the park play basketball. Point out that generalizations must be supported by observable facts or statements. Both generalizations above, for example, might be supported by personal observations.

SUMMARIZE Remind students that when they summarize, they give just the main points of something they have read. Briefly summarize a story they have read in class and ask students why you didn’t include a specific detail or two from the story.

ADDITIONAL SKILL INSTRUCTION

PLOT Review with students that the plot of a story is what happens. Have volunteers retell the plot by telling what happened first, in the middle, and at the end of the story The Winning Point!
Generalize

A generalization is a broad statement that applies to many examples.

Directions  Read the following paragraph.

Soccer has been played around the world for many years. But it is not as popular in the United States as it is in other countries. It is a game similar to basketball or American football. In each game, two teams of players face each other. They try to get the ball into a goal at the other end of the playing field. They also try to prevent the other team from getting the ball into their goal. Goals score points. The team with the most points wins.

Directions  Put a check mark by the generalization you could make about the paragraph.

_____ Soccer is similar to basketball.

_____ Soccer is not as popular here as in other countries.

_____ In soccer, goals score points.

Directions  Write a fact that supports the generalization above.

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Vocabulary

Directions Write the vocabulary word that fits with each group.

Check the Words You Know

| ___basketball | ___disease | ___freeze |
| ___guard | ___popular | ___sports |
| ___study | ___terrible |

1. liked by many
   - common
   - wanted

5. baseball
   - soccer
   - basketball

2. horrible
   - very bad
   - the worst

6. read carefully
   - think hard
   - try to learn

3. has a high basket
   - get the ball in
   - run down the court

7. protect
   - watch out for
   - prevent

4. flu
   - sickness
   - fever

8. icy
   - stop cold
   - can’t move