

The Big Game

by Anne M. Bingley

illustrated by Mark Schdroski



Book Summary

A young boy compares the experience of watching soccer in his old country with that of watching football in his new country, the United States.

Features of the Book

- The specialized vocabulary – “stadium,” “cheerleaders,” “buses,” “musicians,” and “crowd.”
- Language signaling change – “I used to...” and “But here....”
- The use of commas to separate phrases.
- Plural forms of nouns, especially “families.”
- The blends – “dr,” “st,” “sh,” “pl,” “ch,” and “cr.”

Purpose

The Big Game can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** identifying the themes of the book;
- S** discussing the organizational structure of the text;
- S** recognising and reading a range of different word patterns, including word endings;
- S** writing using a variety of sentence patterns.

Introducing the text

Discuss the cover illustration.

- What do you think the story might be about?
- Can you read the title? What game do you think it will be?

Explain that the story is about two things – sports (soccer and football) and the differences between living in two countries. Discuss moving to another country.

- Have any of you lived in another country?
- How was it different?

Reading the text

- S** Identifying the themes of the book.
- S** Discussing the organizational structure of the text.
- S** Recognising and reading a range of different word patterns, including word endings.

Pages 2 to 5 – Discuss the illustrations.

- Does this look like a big game in the U.S.? Where might it be?
- What sport has a ball like this?
- Why would he be saying “I used to”?

Pages 6 to 11 – Look at the illustrations.

- Is the boy in the same kind of town?
- Where are they going in the car?
- Can you find the word that tells you?

Identify each event and predict what kind of game they are going to.

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- What game are they playing here?
- Were your predictions correct?

Children now read the book independently.

Revisiting the text

Identify the plural forms of the nouns. List these along with their root words.

Find the blends “dr,” “st,” “sh,” “pl,” “ch,” and “cr” in the story. Choose two and list other words that start in these ways.

Following Up

- S** Writing using a variety of sentence patterns.
- Write sentences about a time in the children’s lives when things were different from how they are now. Use the sentence patterns of the story – “I used to ...” and “Now I” Suggestions could include “Before I went to school, ...,” “When I was the only child, ...,” and “Before I could read by myself,”
- B** Complete the blackline master opposite.