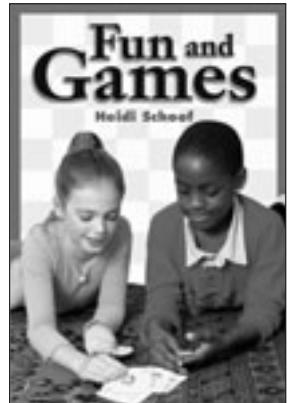


# Fun and Games

by Heidi Schoof



## Book Summary

People have played games for thousands of years. This book explores why we play games and looks at the origins of the games we play today. It includes instructions for playing three games.

## Features of the Book

- Historical information
- Connections between past and present games
- Procedural text
- Lists
- Labeled diagrams
- Specialized vocabulary – *competition, equipment, mancala, opponent, jai-alai*

## Investigation Tools

- Weighing Both Sides – Winning and Losing, page 6
- Digging Deeper – The Game of Chess, page 10
- Step-by-step – Make a Mancala Board, page 12
- Looking Closer – What Are Balls Made From?, page 18
- Making Connections – The Game of Football, page 20
- What's the Background? – Playing Cards, page 26

## The Guided Reading Lesson

**S** Identifying and summarizing main ideas  
**S** Reading and following procedural texts  
**S** Exploring ways that recreational activities can facilitate global understanding

## Purpose

*Fun and Games* can be used to introduce and reinforce the following skills and understandings:

**S** identifying and summarizing main ideas;  
**S** reading and following procedural texts;  
**S** exploring root words;  
**S** retrieving and classifying the information in a text;  
**S** exploring ways that recreational activities can facilitate global understanding.

You may need to spend extra time familiarizing your students with the concepts and specialized vocabulary in this book. This lesson could be taken over two or more days.

## Introducing the text

Write the heading “Games” on chart paper. List all the games that the students can think of. Read the blurb on the back of the book and the contents page to encourage the students’ ideas.

## Reading and discussing the text

The students can now read chapter 1 independently. Encourage them to think about why people play games and what we can learn from them. When the students have finished reading, discuss their ideas.

Read page 6 together.

- *What is the main idea on this page?* (Some people think that winning is important, but other people don't.)
- *“Winning isn't everything – it's the only thing.” What do you think?*

Encourage the students to share their opinions.

Ask the students to read pages 8 to 11.

- *Where do you think board games are still played in the sand or dirt? Why?*
- *What is the main idea in Digging Deeper on page 10?* (Chess is a very old game that has changed over time.)

Ask the students to read pages 12 to 16. Explain that they will need to read the instructions and to look closely at the diagrams. When they have finished reading, ask a student to retell two or more of the steps to ensure they understand the object of mancala and how to play it.

Ask the students to think about the following questions as they read pages 17 to 24:

- *What are the differences between soccer and football?*
- *What tricks could you do when playing seven up?*

When they have finished reading, discuss their answers.

The students can now read the rest of the book independently. When they have finished reading, ask them to think about a tournament or competition where people from different countries play together, for example, the Olympics or an international chess tournament.

- *Do you think it's good for people from different countries to play together? Why?/Why not?*
- *Is it important that the players speak the same language? Why?/Why not?*
- *Do they need to play to the same rules? What would happen if they didn't?*

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### S Reading and following procedural texts

Have the students choose mancala, seven up, or concentration. Help them to find or make the equipment they need, then allow them to play their chosen game, following the instructions in the book. They could teach the game to a student who doesn't know how to play.

### S Exploring root words

Write “equipment,” “competition,” and “opponent” on the board.

- *What is the root word for each of these words? (equip, compete, oppose)*
- *What do the root words mean?*
- *What other words come from these roots?*

The students can look up each root word in the dictionary to confirm the meaning. Encourage them to look for other examples of root words in their independent reading.

### S Retrieving and classifying the information in a text

Review the list of games on the chart made earlier. Add any other games that the students think of. Ask them to suggest ways in which the games could be grouped, for example, played inside/played outside, needs equipment/doesn't need equipment, played alone/played with others. The students can use a coding system, for example, I = inside, O = outside, to show how the games could be grouped.

– The students can use the blackline master on page 72 to make a T-chart to sort their list of games.

As an extension, the students could ask their family and friends about other games that could be added to their T-chart. They could ask people of different ages and cultures and use the Internet to search for games from different parts of the world.