

Strand: Government/Authority

Theme: Rules

Purpose for Reading: To develop understandings of different sorts of teams and the way people in teams work together.

Comprehension Strategies: Making connections to text, asking and answering questions, comparing and contrasting.

Vocabulary

Dictionary Words: dog-sled team, firefighting team, medical team, volleyball team

Vocabulary Words: house fire, relay team, special clothes, uniform

High-Frequency Words: all, be, big, but, do, from, has, have, help, his, make, of, one, out, over, people, put, their, there, they, too, want, when, who

Before Reading

- Ask students if they play any team sports. Discuss what these are and prompt with questions that build knowledge of how teams work together to reach a common goal. *How many players are on your soccer team? Why do you kick the ball to each other? Would it be hard to win a game if you didn't kick the ball to other people in your team? Why? What does the team have to do to win the game?*
- Read the title and invite students to talk about the team in the photo. *How does this team work together? What is their goal?* Support students to generalize that a team can be any group of people working towards the same goal.
- Ask students to predict other teams that might be in this book. Write a prediction chart of responses.

Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to identify and discuss each team. Have students identify the goal of each team.

Take a Photo Walk

- Pages 4–5: Invite students to discuss the team in this photo. *Did this team win the race? How can you tell?* Read the caption and discuss what a team leader is. *What are other names for team leaders?*
- Pages 6–7: Invite students to read the title of the table on page 7. Read the headings and ask students to look at the table and talk about what it tells us. Discuss the teams and their goals.
- Pages 8–9: Ask students to look at the photo and read the caption. Discuss why some teams have uniforms. *How does it make it easier for teams if they look the same?*
- Pages 10–11: Invite students to discuss this team and identify their goal in this photo. Read the caption. *Why do firefighters need to work together? What could happen if the people in this team didn't work together?*
- Pages 12–13: Ask students what kind of team this is. *How do you know? What do you notice about their uniforms?* Read the caption and have students identify the goal of medical teams.
- Pages 14–15: Invite students to look at this photo and identify the team. Read the caption. *How does this team work together? Could they pull the sled if they were all running in different directions?*

Read the Book

- Ask students to turn to the front and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

- Invite students to return to the book and talk about different teams who work together. Prompt them with questions such as, *What does a coach do? What is the goal of a volleyball team? What are some jobs people on a firefighting team do?*
- Have students discuss other teams that do not play sports, such as paramedics and police officers. *What do these teams do? What is the goal of people on the team?*
- Have students talk about two teams from the book. Ask them to suggest ways the teams are the same and different. Draw a Venn diagram to record the similarities and differences.

Vocabulary and Word Recognition

- Have students find the word *people* on page 3. Write the word on the board and ask students to discuss what is unusual about this word. Have students suggest sentences containing the word *people*. Write them on the board. Ask students to write the word *people*, and then check it for accuracy. Have them write it five times, saying it as they write it.

- Ask students if they know the singular word for *people*. Write the word *person* on the board. Ask students how singular and plural are shown in most words. Discuss how adding *-s* indicates the plural form for most words. Have students use the books to find examples of plural forms.

Oral Language

- Have students work in pairs telling each other how one team from the book works together.

Writing

- Have students choose one team from the book and write three sentences about it.

Creative Extension Activities

- Group students in teams of four. Have them work together to build something using blocks or other construction materials.
- Have students draw a picture of a team working together.

Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw a team that is not in the book.



Write answers to these questions.

What kind of team did you draw?

What is the goal of this team?

What is interesting about this team?

Name: _____

Use the book to help you answer the questions.

Which team helps sick people in hospitals?

Which team protects people from fires?

Which team is made up of dogs?

Which teams play sport?

Which team do you like most in the book? Why?

Unjumble this team's name. Write a sentence about it.

ogd-desl meat
