

# ask

## Soccer Kicks

Get the ball rolling with this month's exciting issue of ASK. Students will examine the evolution of the game of soccer and compare various versions of the sport. Discover how knowing the basics, incorporating fancy strategies, and being a team player all increase the chances for a win. Materials for balls and uniforms old and new will be studied as well.

### CONVERSATION QUESTION

Why is soccer the world's most popular sport?

### TEACHING OBJECTIVES

- Students will learn how the sport of soccer evolved over time.
- Students will learn about basic and advanced soccer skills.
- Students will learn how plastic can be recycled into cloth.
- Students will compare and contrast various versions of the sport of soccer.
- Students will collect and cite evidence from an informative text.
- Students will demonstrate the ability to properly sequence a studied process.
- Students will create a tally chart and bar graph based on sport preferences.
- Students will study and replicate diagrams depicting scientific concepts.
- Students will use various mathematical operations to solve a multi-step word problem related to the text.



In addition to supplemental materials focused on core STEM skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

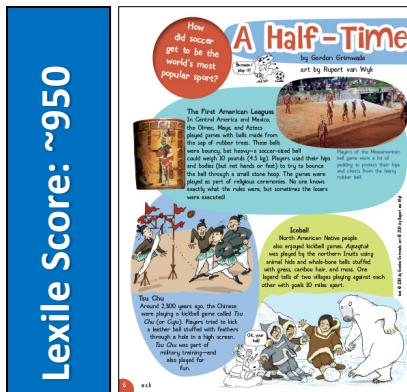
### SELECTIONS

- **A Half-Time History of Soccer**  
Expository Nonfiction, ~950L
- **Soccer Tips for Tricky Players**  
Expository Nonfiction, ~550L
- **How to Wear a Bottle**  
Expository Nonfiction, ~850L

## A Half-Time History of Soccer

### pp. 6–9, Expository Nonfiction

Scooore! Young readers will enjoy the content and friendly format of this article as they discover how soccer got to be the world's most popular sport.



## RESOURCES

- Kickin' It Off

## OBJECTIVES

- Students will learn how the sport of soccer evolved over time.
- Students will compare and contrast various versions of the sport of soccer.
- Students will create a tally chart and bar graph based on sport preferences.

## KEY VOCABULARY

- caribou** (p. 6) a species of large deer in which both sexes grow antlers
- possessions** (p. 8) things that are owned
- rival** (p. 7) one striving for the competitive advantage
- unruly** (p. 7) not disciplined or managed

## ENGAGE

**Conversation Question:** Why is soccer the world's most popular sport?

Display the title of the article. Tell students that this article states on page 7 that in medieval times, primitive “football” matches could be compared to small battles. Have students brainstorm other ways that opposing regions could settle their differences, excluding war. Could this still work in modern times? Why or why not?

## INTRODUCE VOCABULARY

Invite pairs of students to find definitions for the key vocabulary terms. Upon completion, post the definitions provided so that students may check their work for accuracy. Student pairs will choose an additional six soccer-related words from the article. They will then create a word-search puzzle using all ten words. Share the puzzles with another class for use as a prereading exercise for this article.

## READ & DISCUSS

Read the article aloud with the students and lead a class discussion based on the following prompts.

- What is the main idea of this article?
- Explain why balls from different regions were made with different materials.
- How do we know that kings and queens were involved in sports?
- What is the World Cup? Why do you think the Women's World Cup is held on different years than the Men's World Cup?

## CONCEPT/SKILL FOCUS: Compare and Contrast

**INSTRUCT:** Students will compare and contrast the different versions of soccer discussed throughout this article. Instruct pairs of students to reread the text and to underline information that will be helpful for this purpose. Introduce the graphic organizer, *Kickin' It Off*, and have the partners record similarities and differences on their chart.

**ASSESS:** Collect the *Kickin' It Off* worksheet and review. Be sure the students met the objective of correctly comparing/contrasting different versions of the game. Meet with a small group to remediate, if necessary.

## EXTEND

**Mathematics** The article states that soccer is the world's most popular sport. Have students choose four other sports and create a tally chart to determine if this is the case in your classroom, as well. Further use the results to have students create a bar graph depicting the results.

## Kickin' It Off

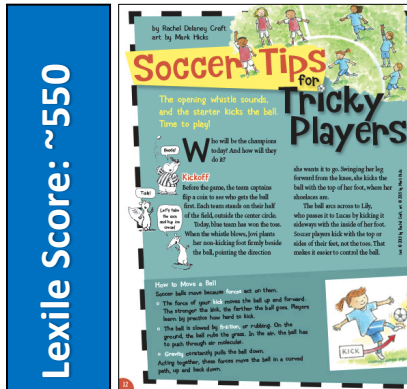
Use information from the article, "A Half-Time History of Soccer," to compare and contrast different versions of the sport.

Versions of the Game	How are they alike? (Compare)	How are they different? (Contrast)
Tsu Chu and Iceball		
Early American Leagues and Roman Rollers		
Rugby and Soccer		

## Soccer Tips for Tricky Players

pp. 12–15, Expository Nonfiction

Fancy footwork isn't only for dancers! Students will learn how skilled players and scientific concepts become beautifully aligned to create an awesome game of soccer.



## RESOURCES

- That's the Way the Ball Bounces

## OBJECTIVES

- Students will learn about basic and advanced soccer skills.
- Students will collect and cite evidence from an informative text.
- Students will study and replicate diagrams depicting scientific concepts.

## KEY VOCABULARY

- **arcs** (p. 12) moves along with a curving trajectory
- **dribbling** (p. 13) kicking the ball along while running
- **swerves** (p. 15) changes direction suddenly
- **trapping** (p. 13) gaining control of the ball off of a pass or loose ball

## ENGAGE

**Conversation Question:** Why is soccer the world's most popular sport?

Create interest in the topic by inviting students to take part in this active prereading activity. Arrange for the class to use a soccer ball and net during recess or physical education. (If this is not possible, set up a “goal” and use a soft ball in the classroom.) Encourage students to discuss the rules of the game, as well as different strategies for scoring a point.

## INTRODUCE VOCABULARY

Post and discuss the vocabulary terms with the class. Guide them to notice that all of the words are verbs and can be used to reasonably predict the article's content. Display the article's title, share predictions, and ask for volunteers to read aloud.

## READ & DISCUSS

Read aloud the following questions prior to reading the text. Advise the students to note where in the article these answers are found. Discuss responses to the questions as a post-reading activity.

- How is it determined who will get the ball first in a game?
- What part of the feet do soccer players use to kick the ball?
- Where do the most balls get put through the net? How do goalies defend this area?
- Explain how force and pressure act on a ball to cause its motion.

## CONCEPT/SKILL FOCUS: Collecting Evidence

**INSTRUCT:** This article presents the reader with an abundance of detailed information regarding the sport of soccer. Tell students that they will be collecting and citing evidence on the graphic organizer, *That's the Way the Ball Bounces*, focusing on the main points of the article. They will need to consult the text to gather accurate information. Allow students to work with a partner if assistance is needed.

**ASSESS:** The objective of this lesson is to help students practice the skill of collecting and citing evidence from a science-based text. Create dialogue as the students are working on their charts, and then collect organizers to evaluate individual understanding.

## EXTEND

**Arts** Review the photographs and diagrams throughout the article with the class and encourage a discussion regarding the scientific forces mentioned. Have small groups choose a concept to illustrate and/or re-create one of the diagrams from the text. Their graphics should be neat, colorful, and appropriately labeled. Display finished work in the classroom or the gymnasium.

## That's the Way the Ball Bounces

Collect information from the text to decide which word is missing from the sentence. Write the word that completes the sentence on the line and cite where the evidence is located in the article by listing the page number in the parentheses.

gravity	cleats	600	force
27 1	friction	Magnus	shin guards

- Soccer balls move because \_\_\_\_\_ acts on them. (p. \_\_\_\_\_ )
- The ball is slowed by \_\_\_\_\_. (p. \_\_\_\_\_ )
- \_\_\_\_\_ constantly pulls the ball down. (p. \_\_\_\_\_ )
- A full-size soccer ball is \_\_\_\_\_ inches around and weighs \_\_\_\_\_ pound. (p. \_\_\_\_\_ )
- \_\_\_\_\_ are soccer shoes with soft spikes on the bottom to help get a grip on the field. (p. \_\_\_\_\_ )
- Soccer "armor" to protect the lower leg are called \_\_\_\_\_  
(p. \_\_\_\_\_ )
- The \_\_\_\_\_ effect occurs when a player is able to get the ball spinning in the air, causing it to swerve. (p. \_\_\_\_\_ )
- A speeding soccer ball can hit with up to \_\_\_\_\_ pounds of force. (p. \_\_\_\_\_ )

**\*\*The article states on page 14 that one of the most important skills in soccer is to know where the other members of your team are. Use the back of the paper to explain this sentence.**

## How to Wear a Bottle

pp. 20–21, Expository Nonfiction

Drink up to suit up! Students will enjoy reading this article that showcases the unlikely link between plastic and functional sportswear. Simple graphics help students examine this specialized process of recycling.



## RESOURCES

- Score One for Recycling!

## OBJECTIVES

- Students will learn how plastic can be recycled into cloth.
- Students will demonstrate the ability to properly sequence a studied process.
- Students will use various mathematical operations to solve a multi-step word problem related to the text.

## KEY VOCABULARY

- **hydrocarbons** (p. 20) organic compounds made up of only carbons and hydrogen
- **molecules** (p. 20) the smallest physical units of a substance that retain all of its properties
- **polyester** (p. 20) a type of artificial fiber especially used to make cloth

## ENGAGE

**Conversation Question:** Why is soccer the world's most popular sport?

Show a short clip about the recycling process of plastics or revisit the March 2019 issue of ASK titled, "Take Out the Trash." Create a K-W-L (know–want to know–learned) chart on the board with the heading, *Recycling Plastic into Cloth*, and have the class assist in filling in the columns. Complete the last column upon conclusion of the activities detailed in this guide.

## INTRODUCE VOCABULARY

Post and discuss the key vocabulary terms and definitions. Display the title, "How to Wear a Bottle." Challenge students to verbally predict the content of the article using the keywords in their forecast.

## READ & DISCUSS

Express to students that this article uses text and diagrams to help the reader comprehend the information. Use the following prompts to explore further.

- What is unique about the uniforms that the U.S. National Soccer Team will be wearing to the World Cup in July?
- How are plastics made?
- How many bottles does it take to make one uniform?
- What are the benefits of making polyester from recycled plastic?

## CONCEPT/SKILL FOCUS: Sequence and Process

**INSTRUCT:** Review the article on pages 20–21. Elicit from students that there is a specific process that recyclables undergo in order to be turned into something else. Distribute the graphic organizer, *Score One for Recycling!* and instruct students to refer back to the text and to properly sequence each step. Their finished work will summarize the systematic repurposing of recycled plastic into cloth.

**ASSESS:** Circulate as students are working on the graphic organizer and discuss the information in the article. Direct students having difficulty with the sequencing process to reread the text with a partner. Collect the organizers when completed to further evaluate understanding of this skill.

## EXTEND

**Mathematics** The article states that it takes approximately 18 recycled bottles to make one uniform. Find out how many students are in your school. Pose the following question, "If every student recycles one plastic bottle per day for one week, how many uniforms could be made?"



Use information from the article, “How to Wear a Bottle,” to briefly describe and properly sequence the process of turning plastic into cloth.

## Score One for Recycling!

