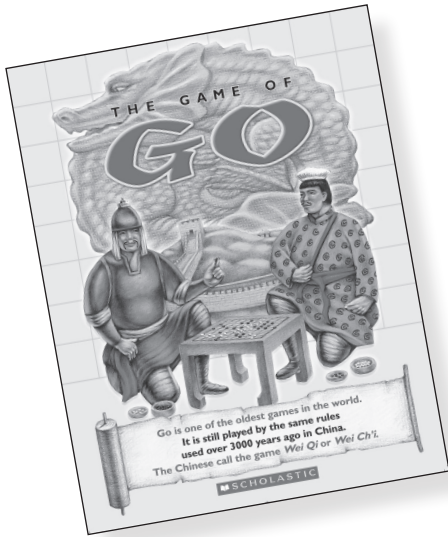


The Game of Go



Illustrated by Jeff Lucasavitch

Text Type: Non-fiction: Procedure — Game Rules

Guided Reading Level: N

Summary: This booklet describes the ancient Chinese game of Go that is played by the same rules today. Instructions on how to play the game are included, as well as several strategies.

Text Features

- ▶ gameboard

Visual Literacy

- ▶ headings
- ▶ diagrams

Text Supports

- ▶ illustrations support the game

Possible Text Challenges

- ▶ procedural format
- ▶ bulleted list of materials
- ▶ colons

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ sequencing

Working with Words

- ▶ using known words to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ analyze the text and illustrations to locate specific information
- ▶ follow the sequence of the steps in the game
- ▶ use a range of word-solving strategies to work out unfamiliar words
- ▶ use text features (headings, gameboard)

Oral Language Opportunities

- ▶ discussing with a partner



BEFORE READING

**Making connections:
text to self/analyzing**

Activating and Building Prior Knowledge

Bring in the playing pieces listed on page 2 of the text. Invite students to share a time when they have played a board game with family members or friends.

Say, *What do you need to play a board game? How do you know how to play a board game?* Talk about the common features of board games, such as game boards, playing pieces, spinners, dice, and rules.

Hand out copies of the book to each student. Have students look at the front cover and read the information about the game, noting the Chinese names *Wei Qi* and *Wei Ch'i*.

Visual literacy

Overcoming Text Challenges

Direct students' attention to page 2 and have them note the headings. Lead them to see that the first three ("Object," "Number of Players," and "What You Need") will help them get ready for the game. The last two headings, "Playing" and "Winning," will explain how to play the game. Ask students to turn to page 4 and note two other headings that will give clues as to how to win the game. ("Strategy Tips" and "Other Ways to Play Go")

Point out the diagrams and explain that these will help explain the steps involved in playing the game.

Print concepts

Point out one of the colons on page 2. Say, *A colon can be used to show that an explanation or a list follows. Where do you see examples of this on the page?* Direct students' attention to the bulleted text on page 2 and explain that these tell what materials are needed to play the game.

Teaching Tip: Throughout the Before Reading discussion, use vocabulary related to games, for example, *tournament*, *opponent*, and *strategy*. Students will be better prepared to read and comprehend new or challenging vocabulary if they hear the words before they see them.

ESL Note: List the following words on the board: *opponent*, *surrounds*, *tournament*, *tie*, *pieces*. Orally do a cloze exercise, in which students have to supply the correct word from the board. Hold up a paper question mark when you come to the blank. Say, *When the pieces have all been played and there is no winner, it is called a ___ game.*

Analyzing/sequencing

Setting a Purpose

Say, *After reading pages 2 and 4, I'd like you to tell me how to play the game of Go.*



DURING READING

Encourage students to stop after each heading to reflect on their reading and to think about how the game is played.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What are the rules? How many can play the game? How do you start? What steps do you follow?*

Note students' successful use of reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to reread page 2 and share with a partner the steps involved in playing Go.

When all students have finished reading, have students play the game of Go in pairs, keeping in mind the steps involved and the strategies they can use.



AFTER READING

Sequencing

Using the diagrams, orally sequence the steps to be followed when playing the game. Prompt students by asking, *How do you begin the game? Who moves first?*

Analyzing

Invite students to share the strategies they used to play the game.

ESL Note: Mount a 9- \times -9-square grid on a board (using Bristol board or large graph paper). Use sticky notes for the playing pieces (have 2 different colours for the two different teams.) Tell students you want to play the game against the whole class. Each time you take a turn, analyze aloud why you made that move. When students take a turn, they should also explain why they moved where they did: *I'm putting my pink sticky note here because I want to stop your team from surrounding me here. Why did you go there? Why was that a good move?*

Word solving and building

Revisit any challenging words students encountered and discuss the strategies they used to figure out the word or idea. Point out positive reading strategies. For example, *I noticed that Joe studied surround to see if there were any parts of the word he knew. He recognized round and sounded out the "sur" beginning. When he blended them together, he read the word surround.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Teaching the Game

Sequencing

Provide opportunities for students to teach the game of Go to students in other classes.

Tips for Playing

Analyzing

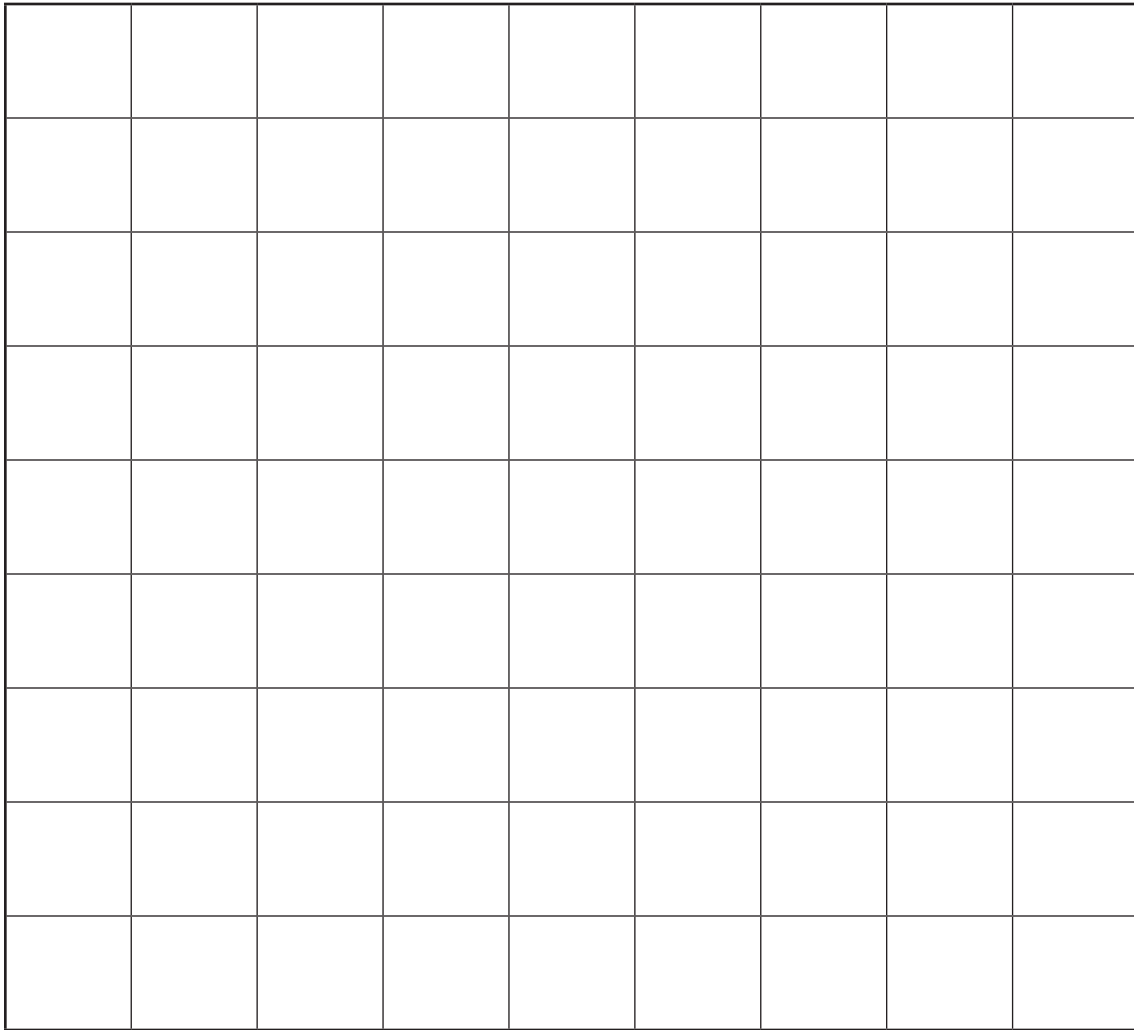
Ask students to suggest important or key points they found when playing the game of Go. Chart the suggestions under the heading "Tips for Playing Go."

On the Go

Provide students with a copy of the BLM to take home to play with family members.

The Game of Go

Name: _____



The Game of Go

Object: to surround 1 or more of your opponent's pieces before your opponent surrounds yours!

Number of Players: 2

What You Need: a game board, 40 playing pieces of one colour, 41 playing pieces of another colour

Players can use counters, coins, or buttons as playing pieces, as long as each player's pieces are the same colour.

Playing:

- Players take turns placing their pieces on the board each time they take a turn.
- You can put your pieces wherever 2 lines cross on the board OR
You can put your pieces wherever 2 lines meet at the edge of the board.
- Once you put a piece on the board, it stays on the board.
- The first player to surround 1 or more of the other player's pieces wins.