

MIAMI-DADE
CAMPAIGN FOR
GRADE-LEVEL
READING

HOSTED BY

THE IT
CHILDREN'S
TRUST

Grades
4 & 5



Stealing the Score By Sylvia Liu

The World Cup is coming to town! Soccer superfans Ethan, Sasha, and Mateo are thrilled that the biggest sporting event in the world is coming to their backyard. When a contest offering a once-in-a-lifetime chance to attend the World Cup is announced, they are all ready to do whatever it takes to win. To do so, they must compete in a scavenger hunt throughout Miami to find a replica pair of the lucky cleats worn by their favorite player, El Botín (or The Boot). Best friends Ethan, a competitive soccer player, and Sasha, an online footy gamer, are wary of privileged soccer influencer Mateo at first. But they can't seem to stop crossing paths with him, and reluctantly join forces. What starts as a strictly strategic alliance to solve the scavenger hunt clues takes a turn when El Botín's real cleats go missing. The fate of the whole tournament could be in jeopardy unless the new friends can uncover the truth!



Goals: The Battle of the Books is all about making reading an exciting adventure! We want campers to dive into their books and be excited and inspired by what they read. Our goal is to be there every step of the way, showing them how to explore their reading material while keeping the fun alive and making sure they understand everything they read.



PREPARATION

Stealing the Score By Sylvia Liu

What to tell campers:

Test your power of reading in the annual Battle of the Books!

- Read the book and prepare for battle!
- Be ready to compete against readers just like you from across the county.
- Get excited for teamwork, fun activities, and the competition of the summer with prizes to win.

Engage:

Introduce yourself and the Battle of the Books initiative. Battle of the Books is a way to get kids excited about reading through a lively competition packed with engaging activities. Build excitement and anticipation for each day's adventure by letting campers know the theme, the exciting activities planned, why we're doing them (hint: it's all about fun and learning!), and what to look forward to on the day of the battle.



Prizes:

A fun field trip, lunch, and the pride of knowing how well you understood the book!

This summer, Battle of the Books is ON! Enjoy a thrilling competition!

Literacy Tip: Build the excitement for reading by creating a special experience when handing out new books to the campers. Invite them to notice how the new books look, feel, smell, and even sound when they flip through them.

BOOK ACTIVITY 1

Pre-Reading and Chapter 1

Before Reading Chapter 1:

Have campers examine the front cover, back cover, and flip through the book. Then, engage in a discussion centered around the following questions:

- What is the character doing on the cover?
- What do you think the title means?
- How do you think the character on the cover is feeling?
- Why do you think this?
- What do you notice as you flip through the book?
- What do you think might happen in this story?

After Reading Chapter 1:

Engage the campers in a discussion:

- What did you notice or learn about Ethan and Sasha so far?
- At the end of the chapter, Ethan shares that he and Sasha are both competitive, but usually are not competing against each other. He hopes they could work together. What do you predict will happen with the Scavenger Hunt? Why?
- What connections can you make to the characters or the story so far from what you have learned?
- Ask campers why they think the author decided to name the soccer player "El Botin"? Lead campers in a discussion of the meaning of the word in English: boot. Discuss why the author may have chosen to use the word for "boot" rather than "cleat". Ask campers if they know a different word for soccer boot or cleat in Spanish or another language.
- After campers have shared their thoughts, share with them the following possible reason for the author's choice: there is a "Golden Boot" award given to the top goalscorer in the World Cup.
- Ask campers to rate and share out their interest level in the book after reading the first chapter.
 - 1 – Not interested at all.
 - 2 – This seems alright.
 - 3 – I'll read it.
 - 4 – This is going to be good.
 - 5 – Let's keep reading!



Literacy Tip: Pre-Reading lays a foundation for reading comprehension. Never skip this essential stage when introducing new reading material.



BOOK ACTIVITY 2

Summarizing: Chapters 2–8

Before Reading Chapters 2–8:

Introduce Summarizing:

- Summarizing is a great way to monitor comprehension. It allows campers to pull out the most important information from what they read and relay it in their own words. An effective strategy for summarization is the “SWBST” method. This can be used to summarize a section of a story or the whole story.

After Reading Chapters 2–8:

Encourage campers to make their own SWBST chart and answer each question. Once they answer each question, have them put their responses into the sentence frame below for a perfect summary:

(Somebody) _____ wanted
_____, but _____. So,
_____. Then, _____.

Somebody (main character)	Wanted (wanted or tried to)
But (the problem)	So (solution to problem)
Then (final resolution)	
Summary Sentence: _____	

©Ten Bradshaw | TeacherKarma.com

Literacy Tips: Vary your summarizing strategies to keep campers engaged. Reading Rockets offers many creative suggestions for [Quick Summarizing Strategies](#).

BOOK ACTIVITY 3

Plot and Characterization: Chapters 9–15

Before Reading Chapters 9–15:

Introduce Plot and Characterization:

- Invite campers to start thinking about all the different characters they've been introduced to so far in the story. Explain to them that we can learn more about the characters by focusing on what they say, what they think, what they do, and how they look. From those clues, we're able to learn more about their character traits.
- Ask campers to select a character (from names you have written on scraps of paper) to analyze. Do an example together first, so they learn how to set up their paper. Explain to campers that as they read, they will write down things that their character says, thinks, does, and how they look.
- Discuss how sometimes making assumptions about a character based on how they look or what they do can be misleading. Ask, for example, are all tall people good at basketball? Are all social media influencers, like Mateo, full of themselves? Ask them to consider how characters in the book sometimes misjudge each other.

	Says:	Thinks:	Does:	Looks:
Ethan				
Mateo				
Sasha				
El Botin				
Irena				

After Reading Chapters 9–15:

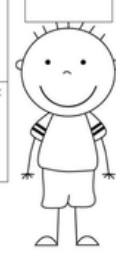
- Invite campers to share what they wrote down about their characters.
- Engage campers in discussions about what character traits they would use to describe each character. Have them write down the words they would use to describe their character on their paper.
- They can also use their analysis to make predictions of how their characters will respond to challenges in the story.

Get to know your character!

Appearance:
What does the character look like?

Who is the character?

Personality:
What are the character's thoughts and feelings at this point in the text?



Text Evidence:

Text Evidence:

Actions:
What is the character doing?

Text Evidence:

Literacy Tip: Sharing a list of adjectives that could describe a person will help campers choose appropriate character traits. (i.e. brave, timid, confident, etc.)



BOOK ACTIVITY 4

Theme: Chapters 16–23

Before Reading Chapters 16–23:

Introduce Identifying the Theme:

- Explain to campers that every story has a theme, or sometimes multiple themes. The theme is the lesson the character learns in the story. It's also the lesson that we, as readers, can take away from the story.
- Share some common themes found in stories such as "Don't judge a book by its cover" or "Treat others how you want to be treated." Invite campers to share some other themes that come to mind.
- Ask campers to be on a "Theme Hunt" as they read today's chapters. Ask them to be on the lookout for the lesson(s) that the main character is learning and write down the page number and the evidence from the text that supports the theme.
- Be sure to remind campers that just like with summarizing, the theme that you find may be different than the theme that the person sitting next to you finds. Oftentimes, characters learn various different lessons throughout a story, which means there can be multiple themes. As long as you can provide evidence from the story to support your theme, that is what matters!

After Reading Chapters 16–23:

Engage campers in a discussion around the themes they found. Remind them that there can be multiple themes, so it's okay if they're coming up with different ones. After discussing, ask them to design a poster with that theme written on it. Encourage them to channel their inner artist and create the poster with pictures, colors, and designs.



Literacy Tip: Hang your Theme Posters up in your camp space as a reminder of the lessons we've learned from reading.



BOOK ACTIVITY 5

Character Resolution: Chapters 24–30

Before Reading Chapters 24–30:

- Have campers revisit the (Somebody) _____ wanted _____, but _____. So, _____. Then, _____ framework to discuss each character’s problem or conflict.
- Engage campers in a discussion of each character’s problem, or conflict. (Ethan, Sasha, Mateo, and El Botin)
- Have campers refer back to the story to locate text evidence to support each claim.
- Use accountable talk stems such as:
 - “I noticed that...”
 - “I agree with ___ because”
 - “Another example from the text is...”

After Reading Chapters 24–30:

Have campers go back to the final sections of the book and pay close attention to:

- What each character does.
- How conflicts or problems are solved.
- How relationships or situations change.
- Then, have campers complete a character resolution chart that includes each of the important characters in *Stealing the Score*.

	Conflict/Problem	How the Plot was Resolved	Evidence from the Text
Ethan			
Mateo			
Sasha			
El Botin			
Irena			

Literacy Tip: Model your thinking aloud as you track one character’s resolution. For example, “I’m noticing that Ethan’s main problem was _____. At the end, he solves this by _____. I know this because the author shows _____. That tells me Ethan’s resolution is _____.”



AFTER READING

GO FURTHER

The following activities provide campers with opportunities for cross-curricular and/or community-based projects that connect with the story. These activities are wonderful to engage the children in after reading to help them make real-life connections to the text and the characters. Campers can engage in all of the activities below or have the choice of which activity interests them the most.

Community Game Day: Designing Fair Competitions (Scavenger hunt)

Campers create games for families or younger children and must:

- Write clear rules
- Explain how fairness and teamwork are built in
- Reflect on how “Stealing the Score” influenced their design

Technology/Digital Citizenship

Campers create a “Digital Responsibility Checklist”

- Online safety
- Integrity in digital spaces
- How technology can be used responsibly

Project: Inter Miami’s Impact on Our Community

Campers investigate how Inter Miami CF influences the South Florida community across multiple dimensions—sports culture, economics, tourism, youth development, and local identity. They will conduct research, analyze data, interview community members, and present their findings through a multimedia project.

Question:

How has Inter Miami CF shaped the culture, economy, and identity of our South Florida community?

FYI:

Inter Miami CF Academy provides young players from South Florida with the opportunity to participate in open trials and be selected to join one of the Academy teams. <https://www.intermiamicf.com/academy/libertad-para-jugar>