



Grades
K & 1

Camila the Soccer Star By Alicia Salazar

Camila the Soccer Star by Alicia Salazar is a children's book about a young Latina girl, Camila, who is ready to be a soccer star but faces challenges with her team, Las Estrellas Fugaz, which has lost three games in a row. The story focuses on themes of teamwork, determination, and resilience as Camila learns to work with her teammates to achieve a win.



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

Camila the Soccer Star By Alicia Salazar

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

Read-Aloud Reflection and Comprehension

Before Reading:

Introduce the book to campers and explain to them that they will read this book two times today and additional times throughout the next few weeks. They're going to become experts on this book!

Encourage campers to flip through the book and start looking at the cover page, the back of the book, and the pictures throughout. Then, engage in a discussion surrounding these questions:

- In this book, Camila is a soccer player. Have you played soccer or another team activity or sport? Which sport? What do you think it takes for a team to do well?
- Based on the cover (and the picture on the first page), how do you think Camila feels about soccer?
- In the beginning of the book there is a Spanish glossary. Why do you think the author includes this?
- What do you learn about Camila on the back cover?

During Reading (types of questions to ask during a second readthrough of the story):

- Is Camila the oldest, middle, or youngest child in her family?
- Why do you think Camila's team is named Las Estrellas Fugaz, or the shooting stars?
- How does Camila feel about making the soccer team? How do you know?
- What did Camila and her teammates learn about each other?

After Reading:

After reading, engage campers in a discussion surrounding the following questions:

- What was the problem in this story?
- When things got hard, did the team give up? What did they do to solve the problem?
- Compare Camila's feelings at the beginning of the story to her feelings at the end of the story. How are they the same? How are they different?
- Have you ever played a game where you (or your team) were losing? How did you react? What did you try to do to turn it around? How does it feel when you win? How do you act?
- What did you learn about being part of a team? How can you apply this lesson in your lives outside of sports? What does it mean to be a good teammate?

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



BOOK ACTIVITY 2

Summarizing the Story with Story Frames

Reread the story aloud to the campers and tell them that today they are going to summarize, or retell, what happened in the story by identifying the most important parts.

Story Frames:

- Show the campers the story frame and discuss each box:
 - Setting: Where does this story take place?
 - Characters: Who is the main character?
 - Beginning, Middle, and End: What happens in the beginning? Middle? End? Flip through the book together.
- Provide each camper with a blank [story frame graphic organizer](#) and model how to fill in the boxes.
 - Encourage campers to use words, pictures or a combination of both to show their understanding.
 - Encourage them to work together to complete their story frames and then invite them to share their story frames with the group.

A graphic organizer template titled "Story Frame" is shown. It includes a "Name:" field at the top right and a "Title:" field below the title. The organizer consists of five rounded rectangular boxes for notes. The first row contains three boxes: "Where does the story take place?", "Who are the main characters?", and "What happened first?". The second row contains two boxes: "What happened next (the exciting part?)" and "How does it end?". A small "Reading Rockets" logo is in the bottom right corner of the frame.

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



BOOK ACTIVITY 3

Word Bingo Vocabulary Builder

Reread the book aloud to campers again, and this time, tell the campers that you are going to focus on some vocabulary words that they may or may not know. Teach campers that they can figure out the meaning of words they don't know by looking at clues in the pictures or even by reading the other words around that word.

Say to the campers, "Let's look at some examples: On page 8, it says, 'I'm part of a constellation now.' I may not know what the word constellation means. But, I notice that Camila then says, 'A whole group of stars!' So, I think constellation must mean a group of stars."

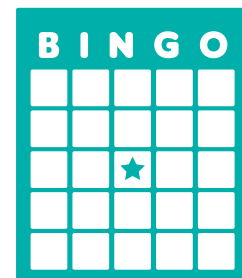
Discuss how the word stars has more than one meaning: stars in the sky and stars who are people well known for being talented, like movie stars or sports stars. Talk about how these two ideas are being combined in this story.

Continue with, "I also noticed that there is a glossary in the back of the book. Let's see if **constellation** is in the glossary. (Flip to the glossary.) There it is! Let's see if our definition is correct." Repeat this process with the other words in the glossary, first attempting to determine the definition in context, then reading the glossary definition and comparing.

Repeat this process with any additional vocabulary words that the campers may not be familiar with. For example: **goals, burst, crushed, position, drills, brighter, lava.**

For other interesting words found in the text, have a conversation with the campers about what the words mean in the context of the story, using child-friendly language. You may also add visuals to make the words come alive.

Make bingo cards for class participation and engagement. This game is played like traditional bingo. Consider having a prize for the child who wins word bingo. Create additional word bingos to increase word frequency and reading fluency throughout the summer and year.



Literacy Tip: Having the vocabulary words written out and posted on a "word wall" can help campers to visually see the words as they are learning about them. Adding words to a "word wall" and referencing them helps to build children's vocabulary.



BOOK ACTIVITY 4

Theme

Before Reading:

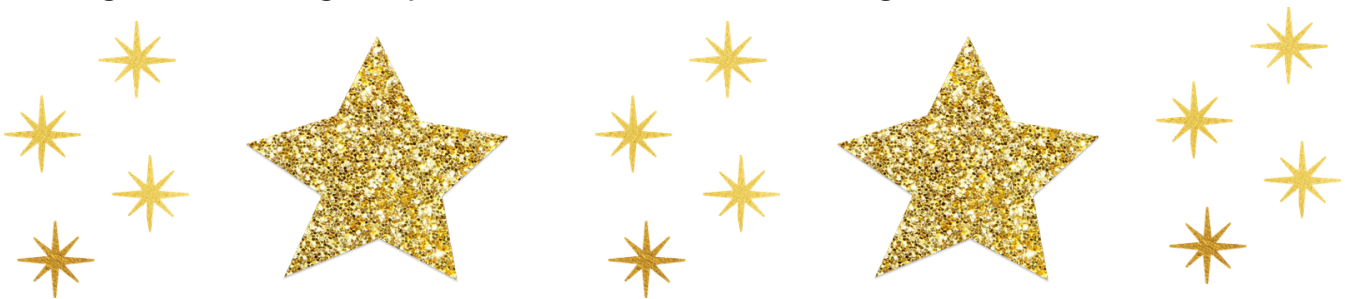
Introduce Identifying the Theme:

- Explain to campers that every story has a theme. The theme is the lesson the character learns in the story. It's also the lesson that we, as readers, can learn from the story.
- Share some common themes found in stories such as "Always tell the truth" or "Treat others how you want to be treated." Invite campers to share some other themes that come to mind.
- Encourage campers to think about the lesson that the main character learns as we read the story again today.

After Reading:

Invite campers to engage in a discussion surrounding the following questions:

- What was the problem Camila faced?
- How did she solve that problem?
- What lesson does Camila learn in this story?
- How can you relate to this? Share your experiences.
- Shoot for the Stars: Ask campers to set one small goal for themselves this week and write it on a paper star to hang in the classroom. Revisit at the end of the week to discuss how well they are working toward their goal. Continue as the summer progresses. (Alternative: set one or two goals as a group and write them on large stars.)



Literacy Tip: Hang your stars in your camp space as a reminder of the goals your campers set. Refer back to them often to help campers make real life connections with the books they are reading.

BOOK ACTIVITY 5

Design Your Own Soccer Jersey

Reread the story and have campers pay attention to the jerseys that Las Estrellas Fugaz wear. Ask campers the following questions:

- Why do you think teams wear jerseys?
- What do jerseys represent?
- Have you ever worn jerseys? What did they look like?

Invite the campers to design a new, creative jersey for Las Estrellas Fugaz or for your program. Encourage them to think about team names, mascots, colors, etc.

Some possible template links are here: [Jersey front](#) or [Jersey front & back](#).

Hang the jerseys around the program space to remind campers that we are all a team and when we work together, we are able to achieve our goals.



Literacy Tip: Consider ways to integrate art activities that will engage those youth who enjoy drawing and painting as another way to connect with the reading material.

GO FURTHER

Opportunities for Cross-Curricular or Community-Based Projects

The following activities provide campers with opportunities for cross-curricular and/or community-based projects that connect with the story.

The activities –listed below– engage the children after reading to help them make real-life connections to the text and characters. Campers may engage in all of the activities below or choose which activity interests them the most.

- **Plan and set up soccer drills** like those in the book (or another sport or obstacle course) for campers to try out.
- **Research and find another game** to learn that requires teamwork.
- **Discuss how to be a good sport**, both when winning and losing. Create a cheer or chant to teach about being a good sport. This can be performed at the Battle of the Books.
- Teach the campers **a simple song or dance** to sing and dance together emphasizing that performing together makes the activity more fun.
- **Change the Ending:** Have campers pass around a real or imaginary ball. Only the camper with the ball can answer the leader's prompt. Here are some examples of questions the leader might ask:
 - What if Camila didn't pass the ball?
 - What if the team never practiced together to work on improving?
 - What if Camila's teammates didn't help her?





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Build-a-Pair Puzzle

Use the links below for printable soccer-theme puzzle options.

- [Simple soccer puzzle-color](#)
- [Simple soccer puzzle-black and white](#)
- [More difficult soccer puzzle-color](#)
- [More difficult soccer puzzle-black and white](#)

Give each camper half of the puzzle pieces. Have them take turns placing puzzle pieces, helping each other to complete it.

This can also be done with other more complex puzzles that programs may have. These can be Build-a-Team Puzzles where multiple campers get 1-3 pieces, and the team must work together to complete the puzzle.



Show and Tell

Ask campers what they know about the World Cup. Discuss and explain as needed to fill in any blanks. Provide fun facts (customs, cultural interests, food, geography, etc.) for some of the countries that will be participating. If staff or campers or their parents are from countries that are participating in the World Cup, be sure to ask them for their input. Have campers bring in a family picture or item that is part of their heritage, and give each camper the opportunity to talk about the item and a food, dance, or tradition their family enjoys.