

Home Run!

Written by Alicia Martell

Illustrated by Stephen MacEachern



Text Type: Fiction: Narrative — Realistic Story

Guided Reading Level: C

Summary: A boy, his family, and a friend are playing T-ball. The boy is batting, and he becomes increasingly frustrated as each hit is caught. Finally, with a determined swing of the bat, he hits the ball high and far enough to score a home run!

Word Count: 44

High-frequency Words: *big, brother, friend, home, I, it, little, mom, my, no, one, run, the*

Text Supports

- ▶ repetitive language pattern
- ▶ detailed pictures provide text support
- ▶ one line of text per page
- ▶ text placed below illustration on each page

Possible Text Challenges

- ▶ language pattern changes on pages 11 and 12

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ using picture and context cues to aid in reading unfamiliar words
- ▶ word solving and building: using beginning letters and sounds to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ evaluate: give personal opinions about events and characters
- ▶ make inferences using picture details
- ▶ use picture details, and beginning letters and sounds to solve unfamiliar words
- ▶ use context cues to predict, and confirm or reject, unfamiliar words



BEFORE READING

Making connections:
 text to self

Activating and Building Prior Knowledge

Ask students, *Have you ever played or watched a ball game? Can you tell me a little about how to play a ball game? What's the most exciting thing that can happen in a ball game?* Hold up a copy of the book. Look at the front cover and finger track along the text as you read the title, author, and illustrator. Demonstrate the "excitement" signified by the exclamation mark by reading the title as though it had no exclamation mark and then with the appropriate expression.

Inferring/predicting

Look at the illustration on the back cover, and ask, *What do you think is happening here? How do you think the boy feels?* Finger track along the text as you read the blurb. Invite students to answer the boy's question. *He's asking, "Will I ever hit a home run?" Do you think he will? What makes you think so?*

ESL Note: Review the language pattern repeated throughout the book: "I hit the ball. My brother catches it."

Word solving and building/print concepts

Overcoming Text Challenges

Reread the blurb, and focus on, "I hit the ball" and "someone catches it" to draw attention to the repeated language pattern. Ask students, *You can look for this pattern as you read the book. Do you think it will continue all the way through, or do you think something might happen to make the pattern change?* Talk about who the catchers might be in this story by examining the people on the front cover (e.g., they might be a Mom, Dad, brother, sister, friend, classmate, cousin). Remind them that picture details can often help them figure out "tricky" words.

Teaching Tip: It's always useful to highlight the language pattern and possible terminology in the discussion, in preparation for independent reading of the text.

Inferring

Setting a Purpose

Tell students that you want them to read the story to find out how the boy feels when everyone catches his hits, and what's different about the way he feels at the end of the story. Ask, *What do the pictures tell you about the way he feels? How can you tell that his feelings have changed by the end of the story?*



DURING READING

Have students locate the first page of the story and ask them to begin reading independently.

Listen to each student read. Observe and record their ability to recognize high-frequency words, and to use picture, initial letter, letter sound(s), and context cues to figure out unfamiliar words. For example, *Can you use beginning sounds and the picture to help you solve that word?* Use an inferring prompt to assess how students use picture details to support comprehension, e.g., *What expression is on his face in this picture? How does it change on this page? Why do you think he's feeling this way?*

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

If students finish before others have completed the reading, ask them to go back and reread, then discuss with a partner whether their predictions were accurate.



AFTER READING

Inferring

Facilitate a group discussion about how the boy feels when everybody catches his hits, and what's different about the way he feels at the end of the story. Encourage students to give reasons for their responses. Since all of the boy's feelings must be inferred from the illustrations, you may need to prompt to encourage elaboration, e.g., *Let's look at what's different in the way the boy looks, and how hard he swings his bat, on pages 6, 8, and 10.*

Evaluating

Ask, *What did you think of the ending of the story? Did it surprise you? How did the pattern of words help to make the ending a surprise? Do you think that's the best ending the story could have had? Did the illustrator do a good job of showing how the boy felt? Did you have any trouble figuring out how he was feeling?*

Word solving and building

Focus on any unresolved challenges that you observed, e.g., *I noticed that some of you read "My sister (pointing to the word friend on page 9) catches it." Let's take a closer look at this word. Sister begins with the letter "s," and this word begins with an "f" — "f" then "r" — together they make the sound "fr." Who else might join the boy and his family to play T-ball? "My fr ___." Right: "my friend."*

Model positive reading strategies that you observed during the lesson. For example, *When Rob was reading the last page, he thought it was going to say, "I hit the ball," because that's the pattern he'd got used to. He checked the picture and flipped back to the front cover to remind himself that it was the same picture and words, then he went back to this page (show page 12) and read, "Home run!" Rob did a memory check, a picture check, and a word check. That's what good readers do.*

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 your students' needs.

Inferring Reasons

Inferring

In pairs, or as a group, ask students to think about the game. Is this a "real" game, practising for a big game, or is this just a friendly game? Encourage them to give reasons for their answers. If they work in pairs, have them share their answers and reasons with the group at the beginning of the next Guided Reading session.

Inferring Feelings

Inferring

Invite students to use the BLM to write and/or draw about how the boy's little brother, big brother, Mom, and friend feel about playing T-ball. Encourage them to give reasons for their thoughts.

Word Building

Word solving and building

Have students generate, and write or build (using plastic, card, or magnetic letters), words that follow the "un" pattern in *run, e.g., bun, fun, gun, run, sun.*



Home Links

Have students take home a reproducible version of this text. See www.lpey.ca.

Inferring Feelings

Name: _____

little brother

big brother

mom

friend

Home Run!

Written by Alicia Martell

Illustrated by Stephen MacEachern



Text Type: Fiction: Narrative — Realistic Story

Summary: A boy, his family, and a friend are playing T-ball in the park. The boy is batting, and he becomes increasingly frustrated as each hit is caught by a fielder. Finally, with a determined swing of the bat, he hits the ball high and far enough to score a home run!

For more information on Small-Group Shared Reading, see the Reading Guide for grade one.

Text Features

Visual Literacy

- ▶ page numbers placed within the shape of a ball

Print Concepts

- ▶ exclamation mark
- ▶ question mark
- ▶ one line of text per page
- ▶ text placed below illustration on each page

First Reading

Reading Strategies

Comprehension

- ▶ inferring
- ▶ evaluating

Working with Words

- ▶ print tracking, and using print concepts (e.g., finding the first word, left to right movement along each line of print, reading the left page before the right page)
- ▶ word-for-word (eye-voice) matching
- ▶ use picture cues to support word solving/understanding

Assessment Opportunities

Note each student's ability to:

- ▶ participate by joining in with the reading
- ▶ evaluate how the illustrator shows what the characters think about playing T-ball
- ▶ make inferences using picture cues
- ▶ track print
- ▶ use picture cues to support word solving/understanding



BEFORE READING

Text features

Activating and Building Background Knowledge

Hold up your copy of the book so that everyone can see the title and illustration on the front cover, and finger track along the print as you read the title, author, and illustrator.

ESL Note:

Review the language pattern repeated throughout the book:
“I hit the ball. My brother catches it.”

Making connections: text to self

Ask, *What do you think the author will tell us about in this book?* Encourage students to use their experiential knowledge and clues from the front and back covers. Use prompts as needed to elicit specific details (e.g., the fielders are all wearing ball mitts; the batter reaches home plate). Note: Accept anecdotes about baseball and softball, since T-ball teaches skills that apply in these sports.

Predicting

Examine the picture on the back cover, inviting predictions about what’s happening. Read the blurb, finger tracking along the text, then ask the students to predict an answer to the boy’s question, “Will I ever hit a home run?” Invite them to give reasons for their responses.

Inferring

Setting a Purpose

Say, *Let’s read the story together and see if we can figure out how the boy feels when everyone catches his hits, and to find out what’s different about the way he feels at the end of the story.*



DURING READING

Tracking print/print concepts

Model print concepts as you begin reading, by asking the students to locate the first page of the story and the first word on that page. Ask students to look at the illustration of the ball at the bottom of each page. Ask, *What is the number inside the ball?* Ensure that they are aware that the circled numbers are page numbers and that the use of the ball as a place for the page number is intended by the illustrator to add to their enjoyment of the story.

Continue to track print as you read the story with the group.

Building confidence

Encourage students to join in at any time. When you reach the end of page 5, pause to point out the repeated language pattern. Being aware of this will help students to read the rest of the book with more confidence.

Inferring

As you read, pause to talk about the illustrations, paying particular attention to details that give clues about how the batter feels as the game unfolds (facial expressions, the force applied to the bat).



AFTER READING

Inferring

Generate discussion about how the boy feels when everybody catches his hits, and what’s different about the way he feels at the end of the story. Encourage students to give reasons for their responses.

Invite students to check the illustrations to see how the boy's feelings change as the game unfolds. Refer them to pages 2 and 4 where he's looking hopeful, and to pages 6, 8 and 10 which show his increasing frustration.

Evaluating

Ask students to discuss, with a partner, how the illustrator shows what the other characters think about T-ball. Share discussion results to conclude the session.

Second and Further Readings

For rereadings of the text, give each student a copy of the book but continue to choral read the text. Support the development of print concepts and tracking behaviours by modelling using your own copy of the book and by assisting individual students when necessary.

For each rereading, we recommend that you select a balance of Print Concepts, Comprehension, and Working with Words strategies from the following suggestions. Make your selections based on the needs of your students.

Print Concepts, Book Handling and Text Features

Print concepts

Print concepts and print tracking behaviours develop as students observe and copy what you model, and refine as they practise the behaviours themselves. Note their ability to do one or more of the following, and pay particular attention to those students who need individual support:

- ▶ read left side pages before right side pages
- ▶ track print from left to right
- ▶ locate specific words on a page (e.g. first word and last word)
- ▶ one-to-one word matching on each page

Print concepts

Talk about the function of the exclamation marks on the front cover, title page, and page 12. You might ask individual students to read the sentences that precede the exclamation marks. If they fail to notice the punctuation, draw it to their attention and ask if they think they should read the sentence differently, having realized what punctuation is at the end of the sentence. If they still have difficulty, model reading the sentence appropriately.

Similarly, discuss the function of the question mark on the back cover.

Text features

Review title, author, and illustrator featured on the front cover and title page.

Focusing on Comprehension

Inferring

Ask students to discuss whether the story depicted part of a “real” game, or whether it was a practice session. Encourage them to give reasons for their answers.

Inferring

Direct students to examine every illustration that includes the boy's little brother (pages 3, 7, 9, 12, front cover, and title page). Facilitate discussion about the “sub-story” that evolves around the little brother and the butterfly.

Letter knowledge

Phonological and phonemic awareness



Home Links

Have students take home a reproducible version of this text to read chorally with family members. See www.lpey.ca.

Inferring

Evaluating

High-frequency words

Working with Words

Ask students to locate different words that begin with the letter “h” (e.g., *home*, *hit*).

Have students orally stretch words from the text, e.g., *Let’s all say the word “brother” very slowly. Stretch it out: bro-ther...brother.*

Rereadings

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

Focused Follow-up

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

Writing Sentence Endings

Provide students with the sentence starters:

He feels sad when _____ .

He feels happy when _____ .

Ask them to think about how the boy feels when he’s playing T-ball: *What makes him feel sad? What makes him feel happy?* Have them complete the sentences and provide an illustration for each.

Discussing Favourite Sports

In pairs, have students talk about other sports (e.g., soccer, hockey) or games (e.g., hopscotch, skipping rope) that they have learned to play. They should evaluate which sport or game is their favourite, and give reasons for their choices. Ask them to share their thoughts with the rest of the group before the end of the session.

Building Words

Encourage spelling practice by having students build four or five of the high-frequency words (e.g., *the*, *little*, *big*, *one*, *my*, and *time*), using plastic, magnetic, or card letters.

Teaching Tip: Word-building activities offer solid opportunities for boosting spelling accuracy. Students should have access to copies of the book for reference, as needed, and should be given reminders to check out the Word Wall if applicable.