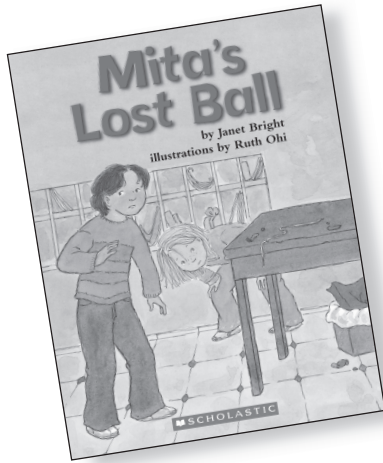


# Mita's Lost Ball

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*Illustrated by Ruth Ohi*



**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** G

**Summary:** Mita wants to play soccer but she can't find her ball. She and her friend conduct a search throughout her apartment building and eventually find the ball.

**Word Count:** 221

**High-frequency Words:** *a, and, at, back, brother, but, dad, did, do, down, find, for, friend, go, got, had, have, he, help, her, here, his, I, into, it, look, my, no, not, on, out, said, saw, she, the, then, they, to, two, was, went, what, you, your*

## Text Features

### Visual Literacy

- ▶ environmental print

## Text Supports

- ▶ consistent layout of text and illustrations
- ▶ illustrations are highly supportive of text

## Possible Text Challenges

- ▶ quotation marks
- ▶ exclamation mark
- ▶ question mark
- ▶ contractions

## Reading Strategies

### Comprehension

- ▶ sequencing
- ▶ inferring

### Working with Words

- ▶ using letter cues across the word for word predictions
- ▶ using word parts to solve unfamiliar words

## Assessment Opportunities:

Note each student's ability to:

- ▶ sequence: retell events in order
- ▶ make inferences
- ▶ use letter cues for word predictions
- ▶ use word parts to solve unfamiliar words

**Teaching Tip:** When assessing student's learning, make sure you observe them throughout the Guided Reading session, and not just at the end.



## BEFORE READING

### Making connections: text to self

#### **Activating and Building Prior Knowledge**

Ask students if any of them have ever lost anything. Have them explain what they lost and how they looked for it. Bring in items from your school's lost and found, and ask students how they think these items were lost.

Ask how many students live in or have been in an apartment building. Have them describe parts of the building. (You may need some prompts, such as, *What do you do with garbage?*) Write the parts on the board.

#### **ESL Note:**

Ensure that ESL students understand the meaning of words related to apartment buildings (e.g., *garbage chute, elevator, lobby, mailroom*). If possible have other students share what they know about the function of these things, and why apartment buildings have them.

### Inferring

Show students the cover of the book and read the title. Have students try to figure out what the two girls on the cover are doing and where they might be. Ask, *How do you know where they are?* Show students the back cover and read the text. Say, *What do you think we're going to read about in this book?*

### Print concepts

#### **Overcoming Text Challenges**

Discuss with students that when characters speak in a story, the author uses special marks called quotation marks followed by the character's exact words. To demonstrate, have students turn to page 2 and point out the quotation marks, who is speaking, and the space between each speech.

On chart paper place a period, an exclamation mark, and a question mark. Discuss with students how the different types of punctuation help the reader better understand how a character is feeling. Read aloud the part in quotation marks with expression to demonstrate to students how you can use the various types of punctuation to add interest to their reading.

### Word solving and building

Point out the various contractions that are found in the story: *can't, it's, haven't, I'm, and I'll*. Inform students that these words are made up of two smaller words, but some letters have been dropped. Point out the apostrophe and tell them that it is a signal that tells them that letters have been dropped. Invite students to tell what two words make up some of the contractions found in the story.

### Sequencing

#### **Setting a Purpose**

Say, *As you're reading this story about Mita's lost ball, I'd like you to think about what she did to try to find her lost ball. Think about what she did first, and what she did next.*



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading. Observe and listen to each student as they read, noting their ability to analyze unfamiliar words into chunks. You could use such prompts as, *Do you see a part you know?* Observe other ways students self-monitor their reading, using prompts such as, *Read the rest of the sentence and think what would make sense.* Check for students' understanding of sequence by using prompts such as, *Tell me what happened. What happened first?*

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 the first two places Mita looked for her ball and where she eventually found it.



## AFTER READING

### Sequencing

Along the side of a piece of chart paper write the transition words *first, so, next, after that, then, but,* and *in the end*. Have students tell you the sequence of events in the story by writing key details beside each transition word. Encourage students to go back to the text.

### Inferring

Ask, *Why did Mita's brother have her soccer ball?* Accept all suggestions and then ask, *How do you know?* Discuss with students that authors don't always answer every question that a story might raise, and that readers can have their own ideas about some of the things that happened in the story.

### Word solving and building

Ask students about any words they found difficult and have them explain how they figured them out (e.g., *neighbour, chute, elevator, lobby*). Write the words students share with the group on chart paper and have them demonstrate how they figured them out. Draw their attention to words such as *apartment building, downstairs, mailroom*, and how to find the smaller words inside the bigger ones.

Praise positive reading strategies you observed during the lesson. For example, *I noticed Keri studying apartment to see if there were any parts of the word she knew. She found a and part and she found the "ment" ending. When she blended them together, she could read the word, apartment.*

## 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.

### ***Making Posters***

Using the items you borrowed from the school's Lost and Found have students select an item to make a poster, modelled after the ones on page 7.

### ***Help Mita Find Her Soccer Ball***

### Sequencing

Have students use the BLM to draw the route and write the steps that Mita took in looking for her soccer ball.

### ***Word Building***

### Word solving and building

Provide students with cards on which contractions are written, along with the two words that make up the contraction. Students can sort out the contractions and then write them on a piece of paper. Students can also write other contractions and the two words.

# Help Mita Find Her Soccer Ball

Name: \_\_\_\_\_

First _____	_____	_____	_____	_____	_____	_____	_____
So _____	_____	_____	_____	_____	_____	_____	_____
Next _____	_____	_____	_____	_____	_____	_____	_____
After that _____	_____	_____	_____	_____	_____	_____	_____
Then _____	_____	_____	_____	_____	_____	_____	_____
But _____	_____	_____	_____	_____	_____	_____	_____
In the end _____	_____	_____	_____	_____	_____	_____	_____

