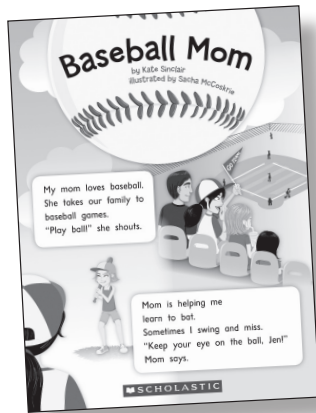


# Baseball Mom



*Written by Kate Sinclair*

*Illustrated by Sacha McCoskrie*

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

**Guided Reading Level:** F

**Summary:** This realistic story is about a Mom who loves to play baseball and passes this love of the game on to her daughter.

**Word Count:** 164

**High-Frequency Words:** *asked, best, brings, fast, game, happy, keep, last, much, needs, thank, today, too*

## Text Features

- ▶ text boxes

## Visual Literacy

- ▶ multiple pictures on each page

## Text Supports

- ▶ pictures to support the text

## Possible Text Challenges

- ▶ magazine story format may be new
- ▶ variety in placement of text boxes on each page
- ▶ dialogue with quotation marks

## Reading Strategies

### Comprehension

- ▶ predicting
- ▶ making connections

### Working with Words

- ▶ using picture cues to solve unknown words
- ▶ recognizing compound words
- ▶ finding chunks and small words inside larger words

## Assessment Opportunities

Note each student's ability to:

- ▶ make predictions based on the information the text provides
- ▶ make connections to personal experiences
- ▶ use decoding strategies to figure out unknown words

## Oral Language Opportunities

- ▶ sharing predictions with a partner
- ▶ discussing with the group

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at [www.lpey.ca](http://www.lpey.ca) and in the Grade Two Reading Guide.



# BEFORE READING

## Activating and Building Background Knowledge

### Analyzing

- ▶ Have a variety of magazines available. Ask students to identify what these are. After getting a few responses from students, have them compare and contrast magazines and books.

*What kind of texts are these? That's right, they are magazines. Who has read a magazine before?*

### Making connections

- ▶ Introduce students to the magazine story they will be reading.

*Today we are going to be reading a magazine story called Baseball Mom. What is baseball? How could a Mom be a baseball mom?*

### ELL Note:

It may be helpful to have a bat, ball, glove or other baseball equipment available to help students build understanding of what the game of baseball involves.

### Predicting

- ▶ Show students the first page of the story and ask them to take a close look at the pictures. Have students predict what they think is going to happen in the story. Students can write their predictions on sticky notes and then turn to the person next to them and share their predictions.

*Today we are going to be making predictions as we read this story. Remember that predictions are based on the clues you have in front of you but it is okay if your prediction does not prove to be true.*

## Discussing Supports and Challenges

### Print concepts

- ▶ Hand out a copy of the text to each student and have them point to where they will start reading. Explain that this story is written in text boxes and that they have to read each box in sequence starting at the top of the page.

- ▶ Begin a picture/word walk through the story.

### Word solving and building

- Have students find the word "baseball" on page one. Ask what they notice about the word (there are two words in one).

*This is a compound word. Compound words are made of two words that have been put together. Can you think of any other compound words?*

### Word solving and building

- In the second text box, have students find the word "swing."

*What chunk do you know in this word? How does knowing this chunk help you figure out the word?*

### Print concepts

- Have students turn to page 2 and ask them to put their fingers on the second text box.

*The second line says, "That's great!" says Mom." What are those marks on either side of "That's great!?" They are quotation marks. They let us know what someone has said. Are there any other quotation marks on this page?*

### Inferring

- Turn to page 3. Have students look closely at the pictures and ask, "How is the Baseball Mom feeling? How can you tell?" (Focus on body language.)

## Predicting

### Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

*Before we begin to read Baseball Mom, let's take a look at our predictions again. After looking through the story, have any of your predictions changed? What made you rethink your prediction?*

**Teaching Tip:** You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at [www.lpey.ca](http://www.lpey.ca).



## DURING READING

### Predicting

- ▶ Ask each student to read the text independently, keeping in mind the purpose for reading. Give each student a sticky note and have them place it following the first text box on page 3. Tell students that when they reach the sticky note, they are to stop and think about what they have read. They should then write a prediction of what they think will happen next before they continue reading.
- ▶ Observe and listen to students as they read quietly, assisting them as needed. Remind students of decoding strategies if they become stuck on a word:
  - Can you find a chunk or small word you know?
  - Does it remind you of another word?
  - Did that word make sense? Maybe you should go back and read that again.
  - Does the picture give you a clue?
- ▶ If students finish early, ask them to reread the text independently or with a partner. Ask them to discuss whether their predictions were correct.
- ▶ Note successful reading strategies and any remaining reading challenges.

*When you get to this part, you are going to stop and think about what you have read and then write a prediction of what you think will happen next.*

Word solving and building  
Word solving and building  
Language predictability  
Language predictability



## AFTER READING

### Predicting/evaluating

- ▶ Revisit the purpose for reading. Have students reflect on their predictions. Did their predictions change as they read? Invite students to discuss why this may have happened.

*Making predictions helps us to think as we read and to reflect on our thinking as we are given more information. It is not about being right or wrong.*

### Self-monitoring

- ▶ Comment on any effective reading strategies you observed.

*Tara found the word "out" in "shout." She was able to use a word part to help her read.*

## **Rereadings**

- ▶ Provide opportunities for each student to reread the text independently or with a partner.

## **Focused Follow-Up**

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

### ***Group Discussion***

- ▶ Have a conversation after the lesson with students about special things they enjoy doing with their mother or another significant person in their life.

### ***Writing***

- ▶ Invite students to write and illustrate a story about a special activity they do with a parent or guardian.

### ***Shared Story***

- ▶ Write a story together with a focus on using quotation marks around dialogue so that students begin to understand how they can use this tool in their writing.

### ***Compound Words***

- ▶ Have students brainstorm a list of compound words and write the words on cards. Remind them that they can use words from the Word Wall, charts, and posters, if applicable. Students can then cut the cards in between the two words and ‘crash’ them back together to see how two words form a compound word.

**Print concepts**

**Word solving and building**