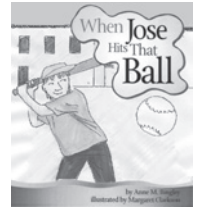


When José Hits That Ball

by Anne M. Bingley

illustrated by Margaret Clarkson



Book Summary

José hits a ball that speeds through a number of environmental settings.

Features of the Book

- The concept of direction and motion.
- The frequent use of prepositions – “over,” “across,” “past,” “between,” “under,” “through,” and “around.”
- The use of the possessive apostrophe.
- Large, clear print and short phrases.
- The changing position of the text reinforcing the idea of movement.
- The various environmental settings.
- The use of large, bold type for effect.

Purpose

When José Hits That Ball can be used in a guided reading setting to introduce and reinforce the following skills and strategies:

- S** identifying the themes of the book;
- S** discussing the relationship between cause and effect within the story;
- S** recognizing and reading one- and two-syllable words;
- S** writing in a similar style to that of the story.

Introducing the text

Look at the cover of the book with the children. Ask them what they think will happen when José hits the ball, where it might go, and who might see it. Encourage them to talk about where they play games and what kinds of games they like to play.

Reading the text

- S** Identifying the themes of the book.
- S** Discussing the relationship between cause and effect within the story.
- S** Recognizing and reading one- and two-syllable words.

Title page – Read the title and the names of the author and illustrator to the group.

Pages 2 and 3 – Encourage the children to think about where the ball might go as it flies over the fence.

Page 4 – Discuss the setting.

- *What kinds of animals live here?*
- *What do you think it would feel like to be standing in the riverbed? Would it be hot or cold?*

Page 5

- *What kinds of things are being sold in the market?*

Pages 6 and 7

- *Which way has the ball been traveling so far?*
- *Have you seen anything like this growing?*
- *Can you find the word that tells you what they are?*

Page 8

- *Have you ever been to a launderette?*

Pages 9 and 10 – Talk about where the ball has been (over, under, through, around, and so on).

Page 11 – Anticipate what might happen on the last page.

Page 12

- *How would you feel if you were one of the children on this page?*

Children now read the book independently.


Revisiting the text

Discuss the positional language.

- *Can you remember all the different places the ball flew?*
- *Can you think of any other ways the ball might have flown? (in, out, backward)*

Following Up

S Writing in a similar style to that of the story.

 Have the children make up their own stories based on this book, using the same directional cues.

- The children might want to draw the story, based on their own community.

B Complete the blackline master opposite.