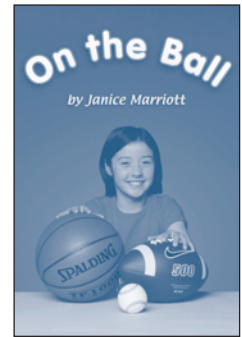


# On the Ball

by Janice Marriott



## Book Summary

How do balls bounce? What are they made from? How do they help us? The answers to these questions, and a poem, are found in the text.

## Features of the Book

- Activity with instructions
- Labeled diagrams
- Poetic language
- Hyphens – *Different-shaped, in-between, table-tennis*
- Specialized vocabulary – *ball bearings, cork, latex, natural, pulu tree, rubber, sealed, synthetic*

## Word Study Opportunities

- Compound words – *baseball, basketball, snowballs*
- Double consonants – *ball, collected, filled, flattens, hitting, less, passing, rolling*
- Initial blend “spr” – *spreads, springs*
- Digraph “ch” – *change, children*

## Purpose

*On the Ball* can be used to introduce and reinforce the following standards-related skills:

- S** using the table of contents, chapter headings, glossary, and index to locate information;
- S** paraphrasing and summarizing information;
- S** interpreting the information in diagrams, charts, and graphs;
- PhS** identifying the use of repetition, rhythm, rhyme, and alliteration in texts;
- S** using descriptive language.

## The Guided Reading Lesson

- S** Using the table of contents, chapter headings, glossary, and index to locate information
- S** Paraphrasing and summarizing information
- S** Interpreting the information in diagrams, charts, and graphs

## Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- A selection of sports balls; including a tennis ball, a basketball, and a baseball
- Optional: the blackline master and a pencil for each child

## Introducing the text

Give the children a selection of balls to look at and talk about.

- *What sports are these balls used for?*
- *Why are they different shapes and sizes?*

Read the title, the name of the author, and the blurb on the back cover together.

- *What might the girls be doing in the photograph on the back cover?*

Ask the children to read the information about the author to find out why she wrote the book.

- *What makes balls bounce?*

Record the children’s ideas on chart paper.

Look at the contents page together.

- *What does the contents page tell us?*

## Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

### Day One

Ask the children to read chapter 1 silently.

– *What did you learn about the shape and weight of balls?*

Write a brief summary of the children's responses on chart paper under the heading "Chapter Summaries."

– *What game would you play with the bats on page seven?*

– *What is another name for "table tennis"? (Ping-Pong)*

Use the word "latex" on page 8 to model how to use the glossary.

– *Why is latex written in bold text?*

Discuss the map and photographs in chapter 2. Ask the children to read the chapter silently and to give a verbal summary of what they have read. Add the summary to the chart.

Now ask the children to read chapter 3 silently.

– *What is happening in the photographs on pages twelve and fourteen?*

– *How could you summarize this chapter?*

Add the summary to the chart.

### Day Two

Use the contents page to locate where the students have read to so far. Briefly review the summary chart. Discuss the photographs in chapter 4, then ask the children to read pages 15 to 21 silently.

– *What were the results of the "drop test"?*

– *How does the chart in the photograph on page twenty show this?*

– *What can make the results vary?*

Discuss the diagrams on pages 22 and 23.

Ask the children to read the rest of the book silently.

Add a summary of the last chapter to the chart.

– *Why do you think the author included the poem?*

– *Was this a good idea? Why?*

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

**Ph S** Identify the use of repetition, rhythm, rhyme, and alliteration in texts

Read the poem on page 30 together.

– *What is interesting about the words in the poem?*

– *What rhyming words has the author used?*

List the words on the board. Write the phrase "balls bounce back" on the board. Explain that when an initial consonant is repeated like this, it is called alliteration.

**S** Using the table of contents, chapter headings, glossary, and index to locate information

– *Which parts of the book make it easy to find information?*

– *If we wanted to find out about the shape and weight of balls, where could we find the information quickly?*

Look at the index together and discuss its features.

Practice using the index to find some more information in the text.

**S** Using descriptive language

Reread the poem on page 30 together.

– *Can you think of other words that rhyme or use alliteration to describe the look and movement of a ball?*

Record the children's ideas on the board. Together, write a poem about balls or a particular kind of ball.

**B** The children can complete the blackline master on page 88.