Title: Count at the Baseball Field  Level: AA ISBN: 978-1-60719-156-8 Publisher: Newmark

Familiar Read: (3 min.)

Familiar Writing: (3 min.) Word Building (3 min.)

1. we shake up magnetic letters **e, v, a, h**

2. have Let kids spell then write have.

3. Each time, write it where I say-

 at the top, in the middle, on the left

 on the right, at the bottom

Before Reading: (5-7 min.)

* Book Introduction: (include meaning, structure, visual)

Today we’ll read all about things you see at a baseball field. What things do you think we might see in our book today? The author will also encourage us to count some things at the baseball field. Does that idea match the title of our book?

Pass out books and let kids examine what ideas are featured.

Look at p. 2-3. The author gave us these pages to help us be successful as we read her book. Let’s use the small drawings, the photographs and the letters we see to read these important words.

This purple section on the right shows us 2 sight words that we’ll read many times. These 2 words will be in many books we read and in our writing too. That’s why we practice reading and spelling them.

Difficult Words/Vocabulary – reviewed on p. 2-3

* Suggested Teaching Point: (refer to Behaviors to Notice and Support)

Use the pictures or photos to help you read and think about the story!

During Reading: (5-10 min.) \*Revisit the teaching point as needed.

Prompts to Support readers: *Does it match? Does it sound right? Does it make sense*?

Chorally read the book together.

Have each child read the book using a whisper voice.

After Reading: (5-7 min.)

* Discuss the story

p. 2-3 How do I know that this word (point to **caps**) doesn’t say hats? (caps starts with c)

How do I know that this word (point to **baseballs**) doesn’t say baseball? (3 baseballs, end with s)

How do I know that this word (point to **gloves**) doesn’t say mitts? (/gl/ sound)

p. 4-5 Let’s read this page together. Can you think of another kind of field? (football, farmer’s corn etc.)

p. 6-7 Will someone read this page to me? What are the bats used for?

p. 8-9 Read the page together. Count the balls. What shape are the balls? How does a baseball feel? How do we know this page doesn’t say

“We **see** 3 baseballs.” See starts with s, have starts with h.

p. 10-11 You model reading, pointing to words. How do you use the glove? Why do you use a glove? Are there 4 gloves in the photograph?

p. 12 Let’s read p. 12 together! Do you think these 2 kids will wear all these hats at the game? Do you know why players wear caps? Do football players wear caps?

p. 13 is a graphic organizer that helps us sum up all the things we read today.

Who will read the main idea in the middle?

With a partner, talk about the different ideas on the outside of the big circle.

Did anyone thing of new ideas that could be added around the circle? (bases, umpire, etc.)

Writing Connection: (5 min.)

Use baseball or think of another sport. Make a graphic organizer to show the things you will need to play your sport.

Or

Write a sentence We have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Share you sentence with the group and have them guess what your sport is!