



alphakids

Balls

Written by
Rachel Griffiths
and Margaret Clyne
Photography by
Michael Curtain



Published edition
© Eleanor Curtain
Publishing 2004

First published 2004

Apart from any fair dealing for the purposes of study, research, criticism or review, as permitted under the Copyright Act of Australia, no part of this book may be reproduced by any process, or transmitted in any form, without permission of the copyright owner. Where copies of part or the whole of this book are made under Part VB of the Copyright Act, the law requires that records of such copying be kept and the copyright owner is entitled to claim payment.

Developed by
Eleanor Curtain Publishing
Text: Elizabeth Golding
Consultant: Susan Hill
Designed by
Alexander Stitt
Production by
Publishing Solutions

Printed in China

ISBN 0 7253 3358 8

1 2 3 4 5 6 7 8 9
04 05 06

How to use this book

Before reading: Talkthrough



Talk through the book with the children. Encourage them to predict the text from the cover and the pictures, and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the Talkthrough questions on each page.

During reading: Observe and support



Observe the children as they read. Encourage them to monitor their own reading as they comprehend the text. As needed, support the children by helping them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Interruptions to the children's reading should be minimal and focused on specified learning needs.

After reading: Comprehension, returning to the text, responding and writing links



To further develop children's understanding of the text, select from activities found on page 12 and the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Text highlights

- There are two lines of text on each page.
- The sentence form: 'I can ... this ball'.
- The final sentence is varied.

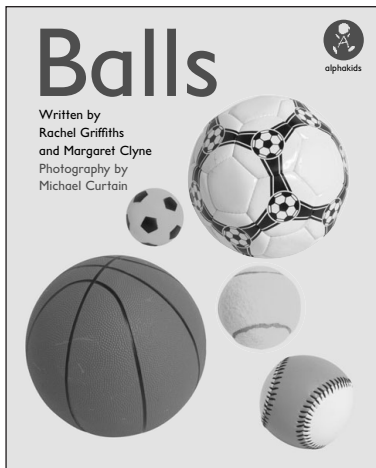
Vocabulary

ball, bounce, catch, hit, kick, play, this, throw

Setting the context

Show the children a selection of different balls. Discuss the different games for which the balls might be used.

What is your favourite ball game? What type of ball do you use when you are playing it? How big is the ball? How hard is the ball? How do you use the ball? Do you hit it or kick it?



Front cover

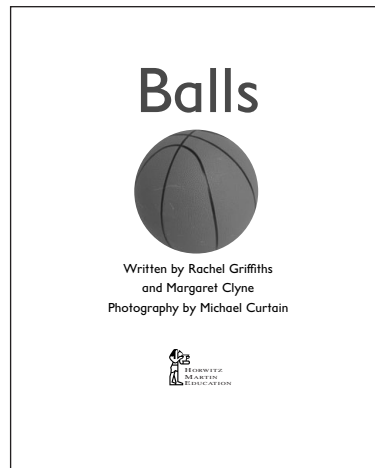
Show the children the front cover of the book. Discuss what the different types of balls might be. Discuss how you would use them.

What is your favourite type of ball? Why?

Introducing the book

This book tells us about the different games we can play with different balls.

Turn through the book, ensuring that the children can identify each of the actions depicted.



Title page

What is this book called? What do you notice about the word 'Balls'?

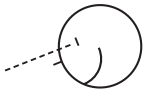
Point out that the word has double letters in it.



Talkthrough

What can the girl do with this ball?

Point out to the children the word ‘this’, as they may be anticipating the word ‘the’ in the text.



Observe and support

Do the children notice if the words they say do not match the text? If they stop ask:

Why did you stop? What did you notice?

When they don’t notice such errors, ask them to re-read the text carefully and check that what they read matches the text.

I can kick
this ball.



2



3

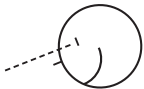


Talkthrough

This time the girl has a different ball.

Point to the picture and ask the children to see what other equipment she is using.

What is the glove for? How would it help her to catch the ball?



Observe and support

Are the children able to infer meaning from the book?

What is the glove for?

I can catch
this ball.



4



5



Talkthrough

What can she do with this ball?

Ask the children to look at the picture and see what the girl can do.

Which word tells you what she is doing with the ball?



Observe and support

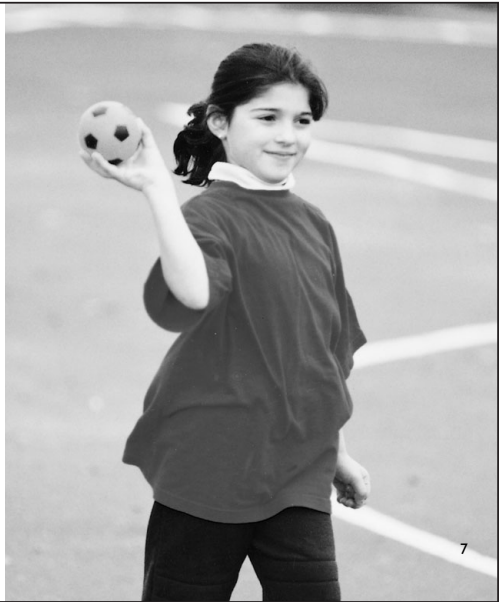
Can the children locate the high-frequency words: I, can, this?

Can you find the word 'can'? What does 'can' start with? What can you hear at the end of the word?

I can throw
this ball.



6

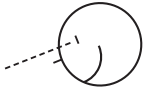


7



Talkthrough

*What can the girl do with this ball? How does she do this?
What game might this ball be used for?
What types of balls can you bounce?*



Observe and support

*Do the children read fluently?
Can you make this sentence sound like talking? Can you read it smoothly?*

I can bounce
this ball.



8

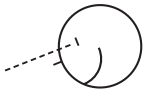


9



Talkthrough

What type of ball is she playing with now? What can she do with this ball?



Observe and support

*Can the children make a return sweep?
Where do you start reading? Where will you go next?*

I can hit
this ball.



10



11



Talkthrough

Here is a picture of all the balls.

How many different balls can the girl play with?

What is your favourite ball? Why?



I can play
with balls.

12



After reading

Being a meaning maker

Encourage the children to support their answers with evidence from the book as they discuss these comprehension questions:

What things does the girl do with the balls?

On page 5 the girl is wearing a softball glove. Why do you think she might need this?

On page 11 the girl is hitting a tennis ball. Is this the only thing that can be done with a tennis ball?

Being a code breaker

Explore the following language features:

- Words that rhyme with 'play': bay, day, hay, lay, may, pay, ray, say, stay, way.
- Words that rhyme with 'ball': all, call, fall, hall, mall, wall.

Being a text user

Refer to the text when discussing these questions:

Did you like this book? Why?

Who do you think might enjoy reading this book? Why?

Being a text critic

The book shows a girl using different balls. Are all girls like this? Do they all like to play with balls? Do boys like playing with balls? What other balls could the author have included?

Responding to text



Talk with the children about their favourite types of balls. Ask them to write about their favourite balls, including what they like to do with them.



Write out the sentences from the book for the children. Ask them to read each sentence and then draw a picture.



Focus on sounds and letters in words. Ask children to hear the sound /c/ in these words: kick, catch, can. What other words do they know that have this sound? Make a class list.

Writing

Talk with the children about different things they like to do. Encourage them to write their own book about the things they like to do. For example: I can draw a tree. I can paint a tree. I can colour in a tree. I can make a tree.

Assessment

Can the children:

- check that what they read matches the text on the page?
- explain why they did or did not like the book?



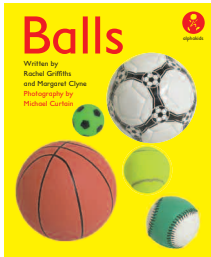
whole text activity



sentence activity



word activity



Teacher Edition

Topic: Sport

Curriculum link: Health and Physical Education

Text type: Report

Reading level: 2

Word count: 30

High-frequency words: ball, can, I, this

Vocabulary: ball, bounce, catch, hit, kick, play, this, throw

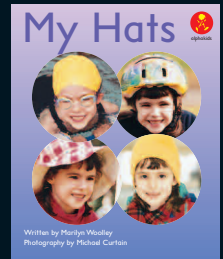
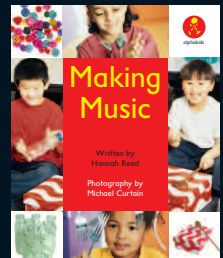
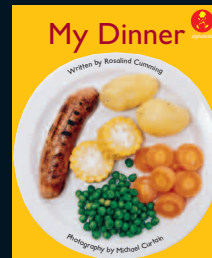
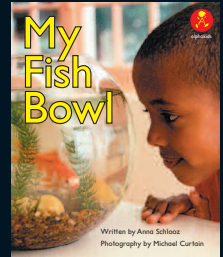
Possible literacy focus

- Checking predictions when reading.
- Giving a personal response to a text: Do you like this book? Why?

Summary

This book explores how a child can use a range of balls in the playground. It shows the different skills that are required for using balls in different ways.

Other books at this level



ISBN 0-7253-3358-8



9 780725 333584



alphakids