



TITLE: OLIVER PLAYS BALL
LEVEL: D



INTRODUCE THE BOOK

Before students begin to read, make them familiar with the important ideas, plot, new language structures, and new words in the book. Prepare them for a successful first reading of the story. You might say:

- "This book is about a cat named Oliver. Evan wants Oliver to play ball."
- "Turn to pages 2 and 3. Evan wants Oliver to look at the ball. He says, 'Go get it!' Repeat that with me: Go get it! Do you think Oliver will get the ball?"
- "Now turn to page 10. *The ball of yarn went down, down, down. Say, went. What letter do you expect to see at the beginning of went? Find went.*"
- "Turn back to the beginning of the book to read about Oliver playing ball with Evan."

READ THE STORY

Encourage each student to read the entire book in a soft reading voice. Listen to students' reading and prompt for and/or praise strategic processing. Refer to the Level D Prompting Guide for a list of desired reading behaviors and suggested actions to take.

DISCUSS THE STORY

Invite students to talk about the story. Encourage students to make connections to their own experiences and/or other stories they have read. Below are some discussion ideas.

- Why didn't Oliver get the ball?
- Talk about students' own experiences with cats and what they like to do.


FOLLOW-UP TEACHING

Based on your observations of students' reading, select one or two teaching points that will be most helpful to all students. You might:

- Have students locate the word *sat*. Make the word *sat* with magnetic letters. Show the students how you can break *sat* into *s-at*. Slide the *s* to the left, and then add the ending at back on.
- Talk about how reading and making the first sound can help them if they come to something they don't know.



You Will Need:

 **Picture cards** (ball, cake, dish, fish, frog, star, sun)

EXTEND KNOWLEDGE OF WORDS AND LETTERS

In this lesson, students will learn to blend word parts together.

Steps:

The  icon indicates that some of the resources needed to complete these steps are available for downloading at pioneervalleybooks.com/pawprints-resources.

1. Explain to students that you are going to listen for the parts in words.
2. Say, "When you say a word, you can hear the first part. Say, *sat*. Now I'll say the first part by itself, and then I'll say the last part: *s-at*, *sat*. You say that."
3. Continue practicing with *st-ick*, *br-ake*, *m-ake*, *f-ar*, *ch-ee-se*, *w-ish*.
4. Place one picture card at a time on the table, and ask students to take turns identifying the parts of the word the picture represents.

SUPPORTING ENGLISH LANGUAGE LEARNERS

Consider what additional challenges the lesson might present for English language learners.

- Make sure that students understand that Oliver is ignoring Evan.
- You may want to practice several language structures, such as, *Oliver sat and looked at the ball*.

For the Lesson Extension Activity for this book, go to pioneervalleybooks.com/pawprints.