

Dogs Love to Play Ball by Suzanne Hardin

Phonemic Awareness	Phonics	Vocabulary	Fluency, Expression, Pace	Comprehension	Reading/Writing Link
<p>Onomatopoeia :</p> <ul style="list-style-type: none"> <li>• woofed p.7</li> <li>• crack p.9</li> </ul>	<p>Multi-syllable words to encourage chunking while decoding:</p> <ul style="list-style-type: none"> <li>• smelled , followed pgs.4-5</li> <li>• bleachers, woofed, waved pgs.6-7</li> <li>• visiting, batter p.8</li> <li>• leaped, followed, together, chanted pgs.10-11</li> <li>• chased, batter, second pgs.12-13</li> <li>• yelled, umpire, minute, baseball pgs. 14-15</li> </ul>	<p>Baseball/sports vocabulary:</p> <ul style="list-style-type: none"> <li>• fans p.5, 6, 11</li> <li>• bleachers, home team p.6</li> <li>• visiting team, batter, plate, bat p.8</li> <li>• stands p.10</li> <li>• field p.11</li> <li>• base pgs. 12, 13</li> <li>• home plate, umpire p.14, 15</li> </ul>	<p>Maintain fluency of sentence when return sweep is used: Pgs.3, 6, 7, 10, 12, 15</p> <p>Attend to end punctuation of sentences to help maintain fluency and pace of story. Many sentences start at a new line of text, but not all in this book.</p>	<p>Understand role of punctuation in guiding the reader through text.</p> <p>Distinguish and understand the differences in emphasis when sentences are punctuated with periods, exclamation points, and question marks.</p>	<p>Students an write their own stories about mischievous dogs they have encountered.</p> <p>Students can write their own stories, giving special attention to their use of ending punctuation to guide their readers.</p>

Guided Reading Level: Early 4