

Books for Young Learners Teacher Resource

Book Notes

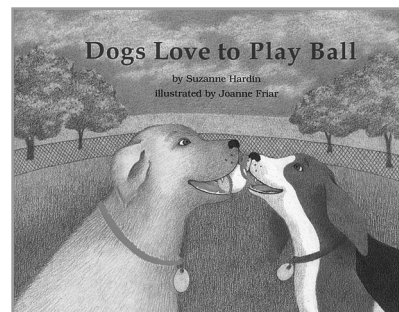


Dogs Love to Play Ball

Author Suzanne Hardin

Illustrator Joanne Friar

16 pages ■ 151 words



Em	Early				Fluent			
	1	2	3	4	1	2	3	4
	S		G		I			

S = Shared G = Guided I = Independent

Dogs Love to Play Ball

SYNOPSIS

Max and Toby, the two dogs in *Dogs at School* and *No Dogs Allowed*, go to a ball game.

WHAT THE BOOK OFFERS

- Fiction fantasy recount
- Third person
- Past tense
- Specialized vocabulary
- Environmental print, sign: BALL GAME TODAY
- Assumes knowledge of baseball
- Link with *No Dogs Allowed* and *Dogs at School* with same characters and at this level
- Diagram of baseball field on inside back cover

POSSIBLE SKILLS EMPHASIS

- Working for accuracy and fluency
- Understanding how punctuation aids fluency and expression
- Identifying letter patterns and clusters to aid decoding of unfamiliar vocabulary

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Dogs Love to Play Ball (continued)

INTRODUCING THE BOOK

- If the students are already familiar with *No Dogs Allowed* and/or *Dogs at School*, make reference to the same characters. Discuss the dogs' mischievous nature and whether or not the students expect similar antics in this book.
- If the group has not read the other Max and Toby books, discuss the dogs' expressions in the cover illustration and what this leads the students to expect from the story. Identify the type of ball and discuss two dogs let loose on a baseball field. This will enable you to gain some idea of their familiarity with the game and provide opportunity for some discussion and vocabulary work as well as predict other likely characters.

FOCUS OF INSTRUCTION

- Depending on the students' familiarity with baseball, the pace of the reading may be influenced by the amount of topic-specific vocabulary. Confirming predictions should be encouraged. Remind students to use alternative strategies for cross-checking or self-correcting. For example:

What part of the word (in "visiting") helped you work out what it was? What is the home/root word and what was added to make the new word? How else could you check that you were right?

Which pair of letters/three letters do you see in this word (batter) that will help you solve the word? Read to the end of the sentence. Does a batter stand at the plate? Is there any other way you could check you were right? (Write "butter" on the chart with "batter" underneath and draw the students' attention to the change of vowel.)

FOLLOWING THE READING

- Discuss strategies that students found effective for decoding some of the unfamiliar vocabulary.

Max and Toby seem to get up to mischief wherever they go. What mischief could they get up to at a soccer game?

Or

Write a short piece that might have been in the newspaper telling about the dogs at the baseball game.

- See suggestions regarding anthropomorphic texts in the Book Notes for *Dogs at School*.