

About the Book

Text Type: Fiction/Realistic Page Count: 12 Word Count: 195

Book Summary

Carlos is asked to join the baseball team. He is excited to make new friends because he is new at school. Becky invites Carlos to her birthday party; however, he has an important baseball game that day. Carlos has a decision to make. Where will he go? Students have the opportunity to visualize and to identify the problem and solution. Detailed, supportive illustrations support readers.

About the Lesson

Targeted Reading Strategy

- Visualize


Objectives

- Use the reading strategy of visualizing to understand text
- Identify problem and solution
- Discriminate short /i/ vowel sound
- Identify short i vowel
- Recognize and use contractions
- Recognize compound words

Materials

Green text indicates resources available on the website

- Book—*Carlos Joins the Team* (copy for each student)
- Chalkboard or dry erase board
- Problem and solution, short /i/ vowel, contractions worksheets
- Discussion cards

 Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- High-frequency words: *asks, come, his, likes, says, your*
- Content words: *baseball, catch, join, miss, mitt, team, watch*

Before Reading

Build Background

- Write the word *team* on the board and point to it as you read it aloud to students. Repeat the process and have students say the word aloud.
- Ask students if they have ever played on a team. Discuss different types of teams and the benefits of joining a team.
- Ask students whether or not they have ever played baseball. Discuss the game and the equipment used to play it.

Preview the Book

Introduce the Book

- Show students the front and back covers of the book and read the title with them. Ask what they think they might read about in a book called *Carlos Joins the Team*. (Accept all answers that students can justify.)
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Visualize**

- Explain to students that good readers often visualize, or create pictures in their mind, while reading. Visualizing is based on the words used in the story and what a person already knows about a topic. Illustrations in stories also help readers create their own mental images.
- Model visualizing using the information on the cover and the title.
Think-aloud: Before I read a story, I read the title and look at the pictures on the covers to help me know what the story will be about. Then I visualize, or create a picture in my mind, based on the title and the pictures. When I read the title Carlos Joins the Team, I wondered what kind of team he might join. Then I looked at the picture and decided it was a baseball team. I pictured Carlos and his teammates in their baseball uniforms getting ready to run onto the field to play in the big game. They have their mitts and bats. The team is ready to field and hit the ball. They are having a great time. I created a picture in my mind using the title and the cover picture.
- Invite students to share what they visualized, based on the title and the illustration on the front cover of the book. Have them draw a picture of what they visualized and share it with the group.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Problem and solution**

- Explain to students that authors include certain elements in stories. Write the words *problem* and *solution* on the board. Explain that in most stories, the main character is faced with a problem that needs to be solved, and the solution is the process of working out the problem.
- Create a chart on the board with the headings *Problem* and *Possible Solutions*. Write the following phrase on the board under the *Problem* heading: *play with my friend or do homework*. Model identifying possible solutions for the problem.
Think-aloud: I know that sometimes I have to make decisions when I want to do two different things. When this type of problem arises, I can react to it in different ways. If I have homework to do and I want to play with my friend, I know that I have to make a choice about what to do. One possible solution might be to get my homework done and then play with my friend. Another possible solution to this problem is to play first and then do my homework after dark. I could also choose to only do my homework, or I could skip my homework and play with my friend. I've identified four different solutions to the problem.
- Model filling in the chart on the board with the possible solutions to this problem. Discuss the consequences of each solution and determine what the best solution might be.
- Write the following phrase on the board under the *Problem* heading: *go to a movie or go to a park*. Discuss possible actions a person might take to solve this problem and list them on the board under *Possible Solutions*.
- Have students think of other possible problems to share. Discuss and list possible solutions.
- Remind students that good readers look for problems and solutions as they read.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 3, you might say: It looks as though Carlos likes to play baseball. He plays catch with his little sister.
- Remind students to look at the picture and the letters with which a word begins or ends to figure out a difficult word. For example, point to the word *glove* on page 6 and say: *I am going*


to check the picture and think about what would make sense to figure out this word. The picture shows Carlos waking up with his baseball mitt on. When I look at the first part of the word, it starts like /gll/. However, the word mitt starts with the /m/ sound, so this can't be the word. I know that the piece of equipment a baseball player uses to catch the ball can be called a mitt or a glove. The word glove starts with the /gl/ sound. The sentence makes sense with this word. The word must be glove.

Set the Purpose

- Have students use what they already know about playing baseball to visualize as they read the story. Remind them to think about the problem Carlos has and what his solution might be as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Ask them to place a finger on the page number in the bottom corner of page 3. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
 - Model visualizing.
Think-aloud: On page 5, I read that Carlos would make new friends if he joined the baseball team. I see that Carlos is smiling and shaking hands with his coach. I visualized Carlos with many other girls and boys. They are smiling at each other, and they have their baseball equipment. I think they will be friends and have a great time playing together on a team. I made a picture in my mind, based on information I read and the picture in the book. Doing this will help me understand and remember the information I read.
 - Invite students to share what they visualized as they read.
 - **Check for understanding:** Have students read to the end of page 8. Encourage them to share what they visualized as they read. (Accept all answers that show students understand how to visualize.)
 - Ask students if they can identify Carlos's problem. (He is invited to Becky's birthday party, and he has a big game that day.)
 - Introduce and explain the [problem-and-solution worksheet](#). Have students record Carlos's problem under the *Problem* heading of their worksheet.
 - Discuss and record possible solutions under the *Possible Solutions* heading on their worksheet. Discuss the consequences of each of the solutions and determine which might be the best one.
 - Have students read the remainder of the book. Remind them to visualize as they read and look for the solution to Carlos's problem.
 - Have students record the solution for Carlos's problem on their worksheet. If the solution was one that students suggested, have them circle it on their worksheet.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- *Think-aloud:* When I read page 11, I visualized Carlos smiling as he comes up to bat. He is happy because his family is there in the stands to watch him play in the big game. I imagine that he hits the ball and runs the bases to score the winning run.
- Have students draw a picture on a separate piece of paper showing what they visualized as they read. Invite them to share and explain their picture to the rest of the class.

Lesson Plan *(continued)*

Carlos Joins the Team

- Ask students to explain how making a picture in their mind helped them to understand and remember the events of the story.

Reflect on the Comprehension Skill

- **Discussion:** Review the terms *problem* and *solution* with students. Discuss the possible solutions they recorded on their worksheet. Invite them to explain what might have happened if Carlos had chosen a different solution.
- **Enduring understanding:** In this book, you learned that Carlos had to decide whether to go to his baseball game or Becky's birthday party. Sometimes people are faced with difficult decisions. Now that you know this information, why do you think it's a good idea to consider several possible solutions before you make a decision?

Build Skills

Phonological Awareness: **Discriminate short /i/ vowel sound**

- Say the word *big* aloud to students, emphasizing the short /i/ sound. Have students say the word aloud and then say the short /i/ sound.
- Read page 8 aloud to students. Have them raise their hand when they hear a word that begins with the short /i/ sound.
- **Check for understanding:** Say the following words, one at a time, and have students give the thumbs-up signal if the word has the short /i/ sound: *win, mitt, baseball, kids, coach*.

Phonics: **Identify short i vowel**

- Write the word *big* on the board and say it aloud with students.
- Have students say the short /i/ sound aloud. Then run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the short /i/ sound in the word *big*.
- Have students practice writing the letter *i* on a separate piece of paper while saying the short /i/ sound.
- **Check for understanding:** Write the following words that have the short /i/ sound on the board, leaving out the short *i*: *dig, miss, fit*. Say each word, one at a time, and have volunteers come to the board and add the letter *i* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short /i/ vowel worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Contractions**

- Write the following sentence on the board: *He's playing catch with a friend*. Read the sentence aloud with students.
- Underline the word *He's* on the board. Explain that the word *He's* is made by putting together the words *he* and *is*. Write the words *he* and *is* under the word *He's* on the board. Reread the sentence with the words *He is*.
- Review or explain that a *contraction* is a word formed by joining two words, and that an apostrophe shows where one or more letters have been left out. Ask students to identify which letter has been left out of the contraction *He's* (the *i* in *is*).
- Have students turn to page 4 and locate the contractions on the page (*I'm* and *don't*). Write the contractions on the board and have students tell which two words are joined to form each contraction (*I am* and *do not*).
- Ask a volunteer to read each sentence with the two words in place of the contraction to see whether it still makes sense.



Check for understanding: Have students locate and circle all the contractions in the book. With a partner, have them record the two words that make up each contraction on a separate piece of paper.


Lesson Plan *(continued)*

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- **Independent practice:** Introduce, explain, and have students complete the [contractions worksheet](#). If time allows, discuss their responses.

Word Work: **Compound words**

- Write the word *baseball* on the board. Ask students which two words were joined together in the word *baseball* (*base* and *ball*). Explain that *baseball* is a compound word. A *compound word* contains two words that together create one word meaning. Explain that the definitions of the two separate words can help students figure out the meaning of the compound word (*baseball* is a game played with bases and a ball).
- Write the following sentence on the board: *Everyone came to the big game*. Have students read the sentence and identify the compound word (*Everyone*). Ask them which two words were joined together to make the word *everyone* (*every* and *one*). Ask a volunteer to share how the definitions of the two separate words can be used to figure out the meaning of the compound word.

 **Check for understanding:** Have students read page 7 and locate the compound word on the page (*birthday*). Ask them to circle the two words contained in the compound word. Have them use these words to discuss with a partner the meaning of the larger word. Then discuss the meaning of the word with students as a group. Have students work with a partner to make a list of other compound words.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them identify the problem and solution in the story to someone at home.

Extend the Reading

Realistic Fiction Writing and Art Connection

Have students draw a picture of a team they have joined or would like to join. Have them write a sentence to tell about their picture.

Visit [Writing A–Z](#) for a lesson and leveled materials on narrative writing.

Math Connection

Work with students to create a list of some of the numbers and statistics used in the game of baseball. Use the numbers to create problems for the students to solve. Have students work in pairs to solve the problems. Some examples are the distances between bases, the number of outs per inning, and the number of players on the field. Discuss the ways in which numbers are used in other sports. What other types of math problems can be created based on these sports?

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.

Lesson Plan *(continued)*

Carlos Joins the Team

- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment**Monitor students to determine if they can:**

- consistently and accurately visualize story events to understand text, based on the author's words and the illustrations
- accurately identify the problem and solution of the story during discussion and on a worksheet
- accurately discriminate the short /i/ vowel sound during discussion
- identify and write the letter symbol that represents the short /i/ sound during discussion and on a worksheet
- correctly understand and use contractions during discussion and on a worksheet
- correctly identify, use, and write compound words

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)