

About the Book

Text Type: Fiction/Realistic Page Count: 16 Word Count: 761

Book Summary

Scotty's Spring Training is a realistic fiction book in which a grandfather coaxes his grandson off the computer and away from his favorite game, *All-Time All-Stars*. They drive to the Mariners' spring training camp in Arizona, to watch practice. Then Scotty receives some valuable coaching and advice from Hall of Fame great Tony Gwynn. He learns that knowing all the stats and history of baseball is valuable, but practicing skills away from the computer can make baseball even more enjoyable! Statistics, photographs, and illustrations support the text.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions
- Analyze character in the text
- Identify initial consonant *r*-blends
- Identify quotation marks and punctuation marks in the text
- Read and understand number words

Materials

Green text indicates resources available on the website.

- Book—*Scotty's Spring Training* (copy for each student)
- Chalkboard or dry erase board
- *Make, revise and confirm predictions; analyze character; initial consonant r-blends; quotation marks 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

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Content words:

Story critical: *batting tee* (n.), *double* (n.), *exhibition game* (n.), *pinch-hit* (v.), *shortstop* (n.), *statistics* (n.)

Enrichment: *fly ball* (n.), *grounder* (n.), *outfielder* (n.)

Before Reading

Build Background

- Write the phrase *spring training* on the board. Have students share what they know about the topic, including which sport has spring training. Encourage students to explain what they know about where spring training takes place and what happens while a team is there.

Preview the Book

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Model how to make a prediction as you preview the book.
Think-aloud: Let's look at the illustration on the cover of the book. I see a boy swinging a baseball bat, with a man squatting behind him. The man looks as though he's helping the boy with his swing. Since the title of the book is Scotty's Spring Training, I think this might be a story about a boy named Scotty who starts playing baseball in the spring. I wonder if the man is Scotty's dad. I'll have to read the book to find out.
- Encourage students to make predictions about what they think will happen with Scotty as they read the book.
- Introduce and explain the **prediction worksheet**. Tell students to fill out the worksheet throughout the reading process as they make, revise, and confirm their predictions. Have them fill in the first row, *What I predict will happen*, before they begin reading.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Analyze character**

- Explain that there are many ways to learn about a character in a story. One way is to examine a character's words or thoughts. Another way is to examine the actions of the character. Explain to students that an author uses a character's words, thoughts, and actions to give the reader insight into a character's personality, relationships, and motivations, as well as the conflicts he or she may face.
- Have students turn to page 3 and follow along as you read the page aloud.
- Model how to analyze a character on the basis of his or her actions.
Think-aloud: As I read page 3, I found out that Scotty was playing his favorite baseball game on the computer. His grandpa asked Scotty to join him outside to play catch, but Scotty said not yet because he wanted to keep playing the computer game. Based on these clues, Scotty appeared to be more interested in computer baseball than the real game of baseball and playing catch with his grandpa. This information provides insight into Scotty's personality.
- Have students turn to page 4 and follow along as you read the page aloud. Discuss examples from the text that tell readers that Scotty really liked baseball. (He loved looking up and memorizing players' statistics, he knew what each player did best and used that information to play his favorite computer game.)
- Brainstorm different words that describe character traits (*energetic, intelligent, lazy, friendly*, and so on). Ask students to identify a character trait for Scotty, using the information given so far in the text (*knowledgeable, passionate, involved*, and so on).
- Introduce and explain the **analyze character worksheet**. Have students record the information from the discussion in the first box on their worksheet (Trait: *bright*; Clues: *loved memorizing players' statistics; played baseball on the computer; called pitches and controlled batters; knew what each player did best*).

Introduce the Vocabulary

- Write the following story critical vocabulary words from the text on large pieces of paper and hang them up around the room: *double, shortstop*, and *statistics*. Read each word aloud with students.

Lesson Plan *(continued)*

Scotty's Spring Training


- Place students in three groups and assign each group to a word. Have them discuss what they know about the meaning of their word as it pertains to baseball, and have them write their group definition on the paper. Rotate the groups until each student has visited every word poster, writing their ideas for the definition.
- Have students find the sentence on page 12 that contains the word *double*. Ask a volunteer to read the sentence aloud. Discuss the different ideas and definitions written on the poster. Have another volunteer read the definition from the glossary, and invite students to compare the meaning of the word with their prior knowledge definition.


Set the Purpose

- As students read, have them make predictions about what will happen on the basis of what the characters say, do, and think. Remind them to revise or confirm their predictions as they learn more about the story's plot and characters.

During Reading

Student Reading

-  **Guide the reading:** Have students read from page 5 to the end of page 8. Encourage those who finish early to go back and reread pages 3 through 8.
- Model revising a prediction.
Think-aloud: *I predicted that Scotty started playing baseball in the spring, and I thought the man in the picture might be Scotty's dad. As I read, I learned that Scotty and his grandfather visited the Mariners' spring training camp, where they were able to watch the players from the sidelines. So the words Spring Training in the book title refer to the Mariners' spring training, not Scotty's. I haven't read far enough to know who the man with Scotty in the illustration is, but I don't think it is his father. I know that it isn't his grandfather either, because illustrations in the text show his grandfather to have white hair. I see that there is a photograph of Tony Gwynn near the illustration on the front cover. Maybe Tony helps Scotty learn to bat while they are at spring training. I'm revising my prediction to: Tony helps Scotty with batting practice at spring training. I will write this prediction on my chart in the Revise column next to my original prediction.*
- Encourage students to continue to make, revise, and confirm their predictions as they continue reading the story. Have them fill out the middle row of their prediction worksheet, *Changes in my prediction*. If they have a new prediction, they may add it to the top row, *What I predict will happen*.
- Ask students to consider, on the basis of the information in the book so far, whether Scotty might be considered insecure and to support their reasoning. (He thought he wasn't good at playing baseball; couldn't hit the ball; failed to catch; wasn't sure he would try out for Little League.) Have students record the information from the discussion in a new box on their analyze character worksheet.
- **Check for understanding:** Have students read to the end of page 11. When they have finished reading, have them share their predictions and the outcome of their predictions. Remind them to revise or confirm their predictions and write what actually happened on their prediction worksheet.
- Ask students to explain whether their view of Scotty's personality has changed at this point or has stayed the same. Have students record the information from the discussion on their analyze character worksheet, choosing a new character trait and filling in a third box. Remind them to write clues from the text that support their answers.
- Have students add more examples to the analyze character worksheet, in the boxes that are already filled in. Explain that while they are reading, they may come across more evidence to support character traits already listed.
- Have students read the remainder of the book. Encourage them to continue to make, revise, and confirm their predictions as they read the rest of the story.

-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

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

- Discuss how making predictions about what will happen in the story keeps students actively involved in the reading process and helps them understand and remember what they read.
- **Think-aloud:** *I predicted that Tony Gwynn helped Scotty with batting practice at spring training. I read that Tony talked with Scotty as they watched Ichiro Suzuki's batting practice and explained that he was the batting coach for the Padres. Then he asked Scotty to show him how he could swing his bat. Scotty said he was hopeless, but Tony explained that he just needed to work harder on certain things. He gave Scotty some tips on staying balanced and then let him practice hitting the ball off the tee. Tony also showed him how to catch and throw the ball better and encouraged him to keep practicing.*
- **Independent practice:** Have students complete the prediction worksheet. Have them fill in the last row of their worksheet, *What actually happened*. When students are finished, discuss their answers aloud.

Reflect on the Comprehension Skill

- **Discussion:** Review the characteristic of Scotty that students identified from the first two pages of the story (bright). Review the other character trait on the board identified as Scotty's (insecure). Ask students to name other character traits were exposed later in the story.
- **Independent practice:** Have students complete the analyze character worksheet. When they are finished, discuss answers aloud.
- **Enduring understanding:** In this book, you read about a boy who loved baseball but didn't have the confidence to play it. Now that you know this information, why is it important to work hard on something that is important to you and not let your insecurities affect your actions?

Build Skills

Phonics: Initial consonant r-blends

- Write the word *training* on the board. Say the word aloud, stressing the *tr* blend. Have students say the word aloud. Explain that when two consonant letters are next to each other, they blend together to make one sound. Circle the *tr* in *training*. Point to the word *training* on the board and have the group pronounce it aloud.
- **Check for understanding:** Write the word *grounder* on the board and ask students to read it aloud. Ask what sound the *gr* makes. Circle the *gr* in *grounder*. Point out that the last two letters in the word, *er*, do not make an *r*-blend because *e* is a vowel. Remind students that blends are two or three *consonants* grouped together. Repeat the exercise with the words *spring* and *throw*.
- **Independent practice:** Introduce, explain, and have students complete the **initial consonant r-blends worksheet**. When students are finished, discuss their answers aloud.

Grammar and Mechanics: Quotation marks

- Write the following sentence on the board: *"We could watch Suzuki training?" asked Scotty.* Ask students to explain which words are being spoken. Explain that *quotation marks* are the punctuation marks around dialogue in text. Discuss which words the character says (*We could watch Suzuki training?*) and which words are not said (*asked Scotty*).

Lesson Plan *(continued)*

Scotty's Spring Training

- Have students turn to page 9 in the book. Read the page aloud as students follow along. Ask students to raise their hand while dialogue from a character is being read aloud (*Practice makes anyone a better player; Each spring... and so on*), and to lower their hand when a character is not speaking (*As they drove, Gramps explained the importance of spring training camp; said Gramps; and so on*).
- Point out that different words (other than *said*) can be used to signal dialogue. Ask students to identify other words they've read elsewhere that signal dialogue (*shouted, asked, reminded, called, replied, and so on*). Write these words on the board. Remind students that these words come directly before or after the quotation marks to show that a character is speaking.
- Write the following sentence on the board: *"I'm hopeless," said Scotty.* Point out the placement of the comma and the quotation marks around the words. Explain that when there would normally be a period after the statement, a comma is used instead in dialogue.
- **Check for understanding:** Ask students to make up examples of dialogue. Write each example on the board without using commas or quotation marks. Encourage students to come to the board and insert punctuation and quotation marks in the correct places.
- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). When students are finished, discuss their answers aloud.

Word Work: **Number words**

- Explain that when reading aloud, readers will sometimes encounter different symbols, numbers, and abbreviations within the text. Good readers read these parts of the text fluently, just as they read the words.
- Direct students to page 6. Ask them to find the numbers in the text (*1980s; 1990s; 2,130; 2,632*). Review or explain that these numbers are called *cardinal numbers* and that they are used to describe an amount, a date, or a time. Point out that a cardinal number is read in the same manner as the written word for the number. Practice reading the numbers aloud (*nineteen eighties; nineteen nineties; two thousand, one hundred thirty; two thousand six hundred thirty-two*). Point out that the *s* after the date *1980* tells readers that it refers to the time between 1980 and 1989.
- Point to the photographs on page 7 of Cy Young and Ichiro Suzuki. Explain that, in reading the dates under Cy Young (*1890–1911*), the information is read as *eighteen ninety through nineteen eleven* because it is telling the dates when Cy played baseball professionally. In reading the dates under Ichiro Suzuki (*2001–Now*), the information is read as *two thousand one through now*. The word *Now* tells readers that Ichiro is still playing professional baseball.
- **Check for understanding:** Write the numbers from page 7 on the board (*200, 2004, 262*) and have volunteers come to the board and write their word equivalents (*two hundred, two thousand four, two hundred sixty-two*).
- **Independent practice:** Have students work with a partner to identify and read aloud all the number words in the text. Check individual answers for accuracy. When finished, have students write other numbers on a sheet of paper and practice writing the word equivalents.

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. While reading the book, have students share their predictions with someone at home.

Extend the Reading

Realistic Fiction Writing Connection

Have students write a fictional piece in which their character experiences something new. Encourage them to include a problem and a solution in their story. Remind students to keep the characters and events believable since they are writing a realistic fiction piece, and encourage them to include dialogue with quotation marks.

Visit WritingA-Z.com for a lesson and leveled materials on personal narrative writing.

Social Studies Connection

Provide Internet resources for students to learn more about spring training for professional baseball players. Have them look for information such as how long teams attend, which teams train together, and where players stay when they are training away from home. Invite students to share their findings in a group discussion after their research is complete.

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.
- 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:

- make logical predictions based on available illustrations and text; revise and/or confirm predictions as they preview and read the book
- analyze the words, thoughts, and actions of the main character during discussion and on a worksheet
- identify and recognize *r*-blends during discussion and on a worksheet
- understand the use of quotation marks and dialogue words; use them in sentences during discussion and on a worksheet
- fluently read number words in the text

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**