

## About the Book

Text Type: Nonfiction/Biography Page Count: 16 Word Count: 301

### Book Summary

*Ichiro Suzuki* tells how a young boy in Japan grew up to become one of the most feared batters in professional baseball. He started playing professionally in Japan at eighteen years old. After seven years of awards and all-star games, he came to the United States and joined the Seattle Mariners. Despite being smaller than most American players, Ichiro has had a long and very successful career that includes world records and many awards. Photographs and charts support the text. Book and lesson are also available at Levels M and P.

## About the Lesson

### Targeted Reading Strategy

- Connect to prior knowledge

### Objectives

- Connect to prior knowledge to understand text
- Understand and identify cause-and-effect relationships
- Blend phonemes
- Identify *r*-controlled vowel *er*
- Identify and use adjectives and identify the nouns they describe
- Read and understand number words

### Materials

Green text indicates resources are available on the website.

- Book—*Ichiro Suzuki* (copy for each student)
- Chalkboard or dry-erase board
- [Prior knowledge, cause and effect, adjectives, number words worksheets](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the 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: **baseball** (n.), **Japan** (n.), **museum** (n.), **practice** (v.), **records** (n.), **season** (n.)

## Before Reading

### Build Background

- Ask students to share what they know about the game of baseball. Ask them if they have ever played baseball or watched a baseball game.
- Show students the cover of the book and read the title. Explain to them the man on the cover is Ichiro Suzuki and he is a famous baseball player. Ask: *Why do you think Ichiro is so famous?*
- Record their responses on the board.

## Book Walk

### 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, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book and author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that engaged readers use what they already know about a topic to understand and remember new information as they read a book. Discuss with students how connecting to prior knowledge will help them understand and remember what they read.
- Model how to ask questions.  
*Think-aloud: As I read this book, I am going to look at the photographs and think about what I have read. Then I will think about what I already know about baseball and Ichiro Suzuki. This is called prior knowledge. After thinking about what I know, I will read the story and use my prior knowledge about baseball and Ichiro to help me figure out new information in the book. As I read and think about things I already know, it may spark further curiosity and questions I would like to have answered.*
- Have students continue to preview the front and back covers of the book. Ask them open-ended questions to facilitate the discussion: *What do you see? What do you think might be happening? What do you notice that is different when comparing the photographs on the back and front covers of the book?*
- **Independent practice:** Introduce, explain, and have students complete the **prior knowledge worksheet**. Have them read the sentences and write Yes or No to complete the column on the left.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

### Introduce the Comprehension Skill: **Cause and effect**

- Review or explain that one way to understand information in a story is to think about what happened and why it happened. A *cause* is *an event that makes something happen*, and the *effect* is *what happens because of, or as a result of, the event*. Create a two-column chart on the board with the headings *Cause* and *Effect*. Write the following sentence on the board under the *Cause* heading: *I lost a library book.*
- Model identifying a series of cause-and-effect relationships.  
*Think-aloud: If I lost the library book that I checked out, the librarian might require me to pay to replace the book. If I had to pay for the book, I would have to take money out of my savings. If I had to take money out of my savings, I wouldn't have enough money to buy the item I was saving money for. Sometimes a cause and its effect cause other events to happen in turn.*
- Retell the series of cause-and-effect relationships about the library book. Ask students to identify the causes and effects. Write each cause and its effect on the chart on the board. When finished, point out how each cause-and-effect relationship leads to other cause-and-effect relationships.

### Introduce the Vocabulary

- Introduce the story critical vocabulary words listed in the vocabulary section of this lesson.
- Review the correct pronunciation for the multisyllabic words *baseball*, *Japan*, *museum*, *practice*, *records*, and *season*.
- Turn to the glossary on page 16. Read the words and discuss their meanings aloud.

- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words. For example, say: *If I did not know the meaning of the word Japan, I could read the definition in the glossary. I could also turn to the page on which it's found, and read the words and sentences around it. When I read page 4, I can see that the word Japan must mean an island nation east of China in the Pacific Ocean.*

## Set the Purpose

- Have students read to find out more about Ichiro Suzuki. Encourage students to think about what they already know about baseball and Ichiro as they read, and to look for cause-and-effect relationships.

## During Reading

### Student Reading



**Guide the reading:** Have students read from page 4 to the end of page 6. Ask them to put an asterisk or a star next to information where they connected to prior knowledge. Encourage those who finish early to go back and reread.

- Model making connections using prior knowledge.  
**Think-aloud:** *I read that Ichiro's father made him practice for hours every day! I remember learning to hit the baseball with a bat. It's a very hard thing to learn to do well, but reading this helped me to understand how Ichiro became so good at the game. I know that lots of practice helps you get better at anything. I remember trying to learn how to tie my shoes. At first it was really hard to do, but I kept practicing and practicing, and soon I was better than when I started. With even more practice, I became a shoe-tying expert!*
- Ask open-ended questions to facilitate discussion: *What do you know about learning something new? Why do you think practicing so much was important to Ichiro's dad? What resulted from all of Ichiro's hard work?* Ask students to share additional ways they connected to prior knowledge.
- Check for understanding:** Have students read to the end of page 9. Ask them to share examples of how they connected to prior knowledge.
- Create a cause-and-effect chain on the board. Write *Ichiro helped the Blue Wave win many games* under the Cause heading. Ask students to use the text to identify the effect of this cause (*almost everyone in Japan knew who he was*). Write this information on the chart under the Effect heading.
- Introduce and explain the [cause-and-effect worksheet](#). Ask students to write the information from the board on their worksheet. Have them identify and write on their worksheet a cause-and-effect relationship that happened as a result of Ichiro playing baseball somewhere other than Japan. (Cause: *Ichiro went to the United States to play baseball*; Effect: *fans came to the United States to see him play*.) Point out how the chain connects the first cause-and-effect relationship with the second (*the effect, almost everyone in Japan knew who he was, is connected to the next cause, Ichiro went to the United States to play baseball*).



Have students read the remainder of the book. Remind them to think about what they know about baseball and Ichiro as they read. Have them continue to put an asterisk or a star next to information where they connected with prior knowledge.



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

- Discuss how making connections between information read and information known about the topic keeps readers actively involved and helps them remember what they have read.
- **Think-aloud:** *When I read page 15, I thought about how proud Ichiro must have felt to receive so many awards. It reminded me of the time I was recognized as the most valuable player on my soccer team. We were playing in a tournament, and I had played very hard as goalie and blocked some tough goals. We ended up winning first place that weekend, and I was so proud to be recognized with the MVP plaque. Thinking about what I know helped me to understand and remember the information from this part of the book.*
- Have students share examples of how they connected to prior knowledge to understand the information in the book.
- **Independent practice:** Have students complete the prior knowledge worksheet and compare what they knew before they read the book with what they know after reading it.

## Reflect on the Comprehension Skill

- **Discussion:** Discuss with students the information on their cause-and-effect worksheet. Point out the last effect in the chain (*fans came to the United States to see him play*). Have students reread pages 11 and 12 to identify the cause-and-effect relationship that happened as a result of Ichiro moving from Japan to Seattle. (*Cause: he played very well his first year with the Seattle Mariners; Effect: he won two important awards*).
- **Independent practice:** Have students complete the cause-and-effect worksheet. Discuss their answers aloud after they are finished.
- **Enduring understanding:** In this book, you learned about a very successful baseball player who practiced hard to become the best. Now that you know this information, what will you think about when you are practicing something new and challenging?

## Build Skills

### Phonological Awareness: Blend phonemes


- Say the word parts for *win* by segmenting the sounds as /w/ /i/ /n/. Explain to students you can blend the sounds together to say the word as a whole, and say *win*. Explain to students you are going to say the parts of another word. Encourage them listen and say the word as a whole. Segment the sounds of the word *cap* by saying /c/ /a/ /p/. Ask students to say the word as a whole (*cap*).
- Explain to students that you are going to say more word parts. Ask them to listen to the parts and say the word as a whole. Use the following words: /t/ /e/ /n/ (*ten*), /b/ /ee/ /f/ (*beef*), /f/ /oo/ /d/ (*food*), /s/ /i/ /x/ (*six*), /c/ /oo/ /k/ (*cook*), /h/ /o/ /p/ (*hop*), /c/ /oa/ /t/ (*coat*), /h/ /u/ /t/ (*hut*), /r/ /oo/ /f/ (*roof*), /w/ /e/ /ll/ (*well*), /c/ /ll/ /ay/ (*clay*), /t/ /oy/ (*toy*), /s/ /ll/ /e/ /d/ (*sled*), /p/ /ll/ /ay/ (*play*).

### Phonics: R-controlled vowel er

- Write the word *player* on the board. Have students find the word in the second sentence on page 4, and have them follow along as you read the sentence in which the word *player* is found.
- Explain to students that, in some words, when the letter *r* comes after a vowel such as letter *e*, it can affect the sound of the vowel. For example, the word *player* has the same ending sound as the word *batter*. Write the word *batter* on the board. Read the following sentence from page 7 aloud, emphasizing the *r*-controlled vowel: *He was the best batter on any of the teams.*
- Explain to students that there are many different spellings and groupings for words in which different vowels may be affected by the letter *r*. Point out that this lesson focuses on the sound as in *her*, spelled *-er*.

- Have students brainstorm other examples of words that have the /er/ sound, where the pronunciation of letter e is controlled by the letter r that precedes it. Write the examples on the board.
- **Check for understanding:** Have students reread page 10 independently. As a group, discuss the examples of words where the vowel e is affected by the letter r (*thinner, smaller, players*).
- **Independent practice:** Have students use the remaining pages of the book to locate further examples. Have student volunteers record their examples on the board.

## Grammar and Mechanics: Adjectives

- Review or explain that *adjectives* are words that describe nouns or pronouns. An *adjective* tells *which one, how many, or what kind*.
- Write the following sentences on the board. Ask students to count the number of adjectives in each sentence.  
*We have an amazing game tonight.*  
*The count is three balls and two strikes.*
- Have individual students come up to the board and circle the *adjective(s)* in each sentence. Then have them underline the *noun* or *pronoun* that each *adjective* describes. (In sentence one: *amazing* is circled, *game* is underlined. In sentence two: *three* and *two* are circled, *balls* and *strikes* are underlined.)
- Ask volunteers to identify whether the adjectives on the board are telling which one, how many, or what kind.
-  **Check for understanding:** Have students work in pairs to reread page 7 and circle all of the adjectives they find. Discuss the results as a group, identifying the nouns or pronouns that each adjective describes. Ask volunteers to identify whether the adjectives are telling which one, how many, or what kind.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). Discuss their answers aloud after students finish.

## Word Work: Number words

- Explain that readers will sometimes encounter symbols, numbers, and abbreviations within the text. Engaged readers read these parts of the text fluently, just as they read the words.
- Have students read the first sentence on page 4. Ask them to find the numbers in the text (22; 1973). Review or explain that numbers written this way 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. Write the two numbers on the board and practice reading the numbers aloud (*twenty-two; one thousand, nine hundred seventy-three*). Point out that in this sentence these numbers represent a date, and therefore are read *twenty-second, nineteen seventy-three*.
- Have students read the text box on page 6. Point out the numbers and practice reading the numbers, abbreviations, and symbols out loud together (*five feet eleven inches; one hundred seventy pounds*).
- **Check for understanding:** Have students work with partners to identify and pronounce all of the number words on page 11 (2001; 242; 56; 127). Have volunteers share their answers aloud.
- **Independent practice:** Introduce, explain, and have students complete the [number words worksheet](#). Discuss their answers aloud after students finish.

## **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 students practice connecting to prior knowledge with someone at home.

## **Extend the Reading**

### **Biography Writing Connection**

Have students write an All About piece of nonfiction writing about Ichiro Suzuki, using facts given in the book. Encourage them to refer to the book to find correct spellings and accurate facts, but to write their paper in their own words. Encourage them to add opinions and interjections or reflections on the facts. Invite volunteers to read their writing aloud.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on biography writing.

### **Social Studies Connection**

Provide print and Internet resources for students to learn more about baseball statistics and awards. Have students record interesting information on sticky notes or index cards, and facilitate a discussion once everyone has finished researching.

### **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:**

- consistently use the strategy of connecting to prior knowledge to understand nonfiction text during discussion and on a worksheet
- consistently understand and identify cause-and-effect relationships in the text, during discussion, and on a worksheet
- orally blend phonemes accurately
- correctly identify *r*-controlled vowel *-er*
- correctly identify adjectives and the nouns they describe during discussion and on a worksheet
- fluently read number words within the text; accurately use number words, abbreviations, and symbols in sentences during discussion and on a worksheet

### **Comprehension Checks**

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