

## About the Book

Text Type: Fiction/Realistic Page Count: 20 Word Count: 1,486

### Book Summary

David and his family have just moved from Africa to the United States. He loves going to school, and he feels safe in his new apartment. For his birthday, he receives his first real soccer ball. But when he brings it to school, his classmates are rude and disrespectful, which prompts his teacher to ask David to share what his life was like in Africa. Working through his apprehension with thoughtful reflection, he prepares a presentation for his class that helps everyone realize why that soccer ball means so much to him.

## About the Lesson

### Targeted Reading Strategy

- Make, revise, and confirm predictions

### Objectives

- Use the reading strategy of making, revising, and confirming predictions to understand text
- Identify details to compare and contrast information in fictional text
- Identify and use contractions
- Understand and create compound words

### Materials

Green text indicates resources available on the website

- Book—*The New Soccer Ball* (copy for each student)
- Chalkboard or dry erase board
- Prediction, compare and contrast, compound words 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 [Vocabulary a-z.com](http://Vocabulary a-z.com).

- Content words:

Story critical: *alien (n.)*, *continent (n.)*, *experiences (n.)*, *horror (n.)*, *presentation (n.)*, *refugee (n.)*

Enrichment: *dribbled (v.)*, *exchanged (n.)*, *faucet (n.)*, *foo foo (n.)*, *soared (v.)*

## Before Reading

### Build Background

- Ask students if they have ever moved to a new city or changed schools. Invite them to share their feelings about what it was like. Ask what they did to adjust to the changes of making new friends, learning how to get around, and so on.
- Explain to students that in this story, David is a new student in a new country. Discuss with students the changes David is experiencing and how it must feel for him to leave behind everything familiar in his homeland.
- Explain to students that David is given a special gift in this story. Ask students if they have ever received an extra-special gift. Have them share stories about how they felt about it and what they did to keep it special.

## 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).
- 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, based on what they see in the table of contents. (Accept all answers that students can justify.)

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

- Explain to students that good readers often make predictions about what will happen in a book based on the series of events and what the characters say, do, and think in the story. As they read the story, readers revise or confirm their predictions based on what they learn from reading. Before reading a book, readers can use the title and illustrations as the basis for making predictions.
- Model how to make a prediction as you preview the book.  
*Think-aloud: Let's look at the illustration on page 4. I see a boy and a woman, and I also see a ball on the table with a bow on it. It looks as though both people are happy. Since the title of the book is The New Soccer Ball, I think this might be a story about a boy who gets a new soccer ball. I wonder if the woman in the picture is his mother and if she is giving him this ball as a gift. I'll have to read the book to find out.*
- Encourage students to make predictions about what they think will happen to this boy as they read the book.
- Give students the [prediction worksheet](#) to fill out as they make, revise, and confirm their predictions. Tell them to 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: **Compare and contrast**

- Explain that one way to organize information in a book is to explain how topics are alike and different, which is called *comparing and contrasting*. Create a Venn diagram on the board and write the words *Classroom Items* above the diagram. Label the left side *Ruler* and the right side *Scissors*.
- Show students a ruler and a pair of scissors. Invite them to explain how the objects are alike and different (alike: use in math, use for art, come in different sizes and so on; different: a ruler is for measuring, scissors for cutting, a ruler has numbers on it, and so on). Model how to write each response on the Venn diagram.
- Ask students how identifying ways that a ruler and scissors are alike and different helped them understand the topic of Classroom Items.  
*Think-aloud: To understand and remember new information in a book, I can think about how information is alike and different. I know that this is one skill that good readers use, so I'm going to compare and contrast new information as I read.*

### Introduce the Vocabulary

- As students preview the book, ask them to talk about what they see in the illustrations. Remind students that the vocabulary words they will encounter in the text will appear in bold and that these words are defined in the glossary at the back of the book.
- Model how to apply word-attack strategies. Encourage students to use what they already know about families and friends as they preview the illustrations in the book. Reinforce new vocabulary by using language from the text and incorporating it into a group discussion of the illustrations.

## Lesson Plan *(continued)*

## The New Soccer Ball


- Have students look at the illustration on page 6. Read: *David watched in horror as the pickup truck drove out of sight, taking his new soccer ball with it.* Ask students to show a look of horror on their faces. Repeat the exercise, pronouncing the new vocabulary word (*horror*), writing it on the board, and reading the definition from the glossary.

### Set the Purpose

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

## During Reading

### Student Reading

- **Guide the reading:** Have students read to the end of page 7. Have them read to find out what happens to David and his new soccer ball. If they finish before everyone else, they can go back and reread.
  - When they have finished reading, ask students to tell what they have learned so far about David and his new soccer ball.
  - Model making, revising, and confirming predictions.  
**Think-aloud:** *My prediction was that the boy in the illustration was given a new soccer ball. I also wondered if the woman in the illustration was his mother and if she gave him this ball as a gift. I read that the boy's name was David and that his mother gave him the soccer ball for his birthday. It was very special to him because it was his first real soccer ball. From what I've read about David, it sounds as if he really enjoys playing soccer, but he is having a hard time fitting in with the boys at his new school. I wonder if he will tell Jacob that he didn't appreciate him kicking his new ball out of the schoolyard. I'll have to keep reading to find out if my new prediction is correct.*
  - Encourage students to continue to make, revise, and confirm their predictions as they read. Have them fill out the middle row of their worksheet, *Changes in my prediction*. If they have a new prediction, they may add it to the top row, *What I predict will happen*.
  - Model comparing and contrasting while referring to pages 4 through 7. Draw a Venn diagram on the board. Label the left-hand circle *Before the Big Kick* and the right-hand circle *After the Big Kick*. Fill in the Venn diagram, comparing David's feelings and expectations about playing soccer at recess before and after Jacob kicked his ball. Note in the overlapping area David's feelings that are the same before and after the big kick, for instance, that he is nervous to speak in English.
  - **Check for understanding:** Have students read to the end of page 10. Encourage them to add information to the middle row of their worksheet, *Changes in my prediction*. Check individual worksheets for understanding.
  - Read the following sentence aloud from page 8: *"It's like comparing melons to bananas," Ruth said, smiling.* Have students use the reverse side of their prediction worksheet to draw their own Venn diagram. Have them label the left-hand circle *Melons* and the right-hand circle *Bananas*. Encourage them to brainstorm how to fill in the Venn diagram. Check individual work for understanding of the use of a Venn diagram. Discuss student answers aloud, inviting students to make corrections and additions to their own diagram as ideas are shared.
  - Have students read the remainder of the story. Remind them to continue to keep their predictions in mind and to compare and contrast as they read.
-  Have students make a small 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 readers actively involved in the reading process and helps them understand and remember what they read.
- **Think-aloud:** *I predicted that David would tell Jacob that he didn't appreciate him kicking his new ball out of the schoolyard. I read that David actually ran into the classroom because he was afraid the others would see him crying. His teacher followed him inside and asked if he was alright. David confided that he had never had a real soccer ball before and that his new ball was gone. I was really happy to read that Mrs. Marquez then asked David to share with his classmates what his life was like in Africa.*
- **Independent practice:** Have students complete their prediction worksheet by filling in the last row, *What actually happened*. Discuss their answers aloud after students finish.


## Reflect on the Comprehension Skill

- **Discussion:** Review how to record the similarities and differences between two things on a Venn diagram. Discuss the two different places where David and his family lived—Africa and America. Ask students to offer ideas about how these places are the same and how they are different, but do not create a Venn diagram on the board.
- **Independent practice:** Introduce, explain, and have students complete the [compare-and-contrast worksheet](#). Have them record on their worksheet information from the class discussion, as well as adding information from the text that was not discussed.
- **Enduring understanding:** In this book, you read about a whole class growing together as they learned what life is like in another part of the world. When David found his voice, he was able to teach an important lesson in empathy. Now that you know this information, why is it important to learn to be empathic toward others? What happens when we don't?

## Build Skills

### Grammar and Mechanics: Contractions

- Direct students to page 4 and point to the word *it's*. Review or explain that this word stands for two words. Ask students to use context clues to identify which two words were joined together to make the new word (*it* and *is*). Write both the contraction and the two words on the board. Point out that the letter *i* in *is* is dropped to make the contraction.
- Ask a volunteer to read aloud the first sentence on page 4, substituting *it is* for *it's*, to check if these words make sense. (*"David, it is time for breakfast," Mrs. Motangi called.*)
- 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 turn to page 8 and identify the contractions (*it's*, *you're*, *don't*, *we'll*, *I'm*). Ask students to identify which two words were joined together to make the new word *it's* (*it* and *is*). Ask students to identify which two words were joined together to make the new word *you're* (*you* and *are*). Ask students to identify which two words were joined together to make the new word *don't* (*do* and *not*). Ask students to identify which two words were joined together to make the new word *we'll* (*we* and *will*). Ask students to identify which two words were joined together to make the new word *I'm* (*I* and *am*).
- **Check for understanding:** Have students turn to page 7. Point to the word *David's* in the second-to-last sentence. Have a volunteer read the sentence aloud, substituting *is* for *'s*. (*David is teacher, Mrs. Marquez, followed him inside.*) Ask students to explain whether the sentence makes sense. Review or explain that an *'s* that shows possession is not a contraction. In this sentence, the *'s* shows possession: *David's* teacher, or the teacher belonging to David. Point out that using context clues helps readers determine whether a word is possessive or a contraction.

 **Independent practice:** Have students turn to page 15. Have them circle all the contractions and write the two words each contraction stands for in the margin next to each word. Remind students not to circle any words with an 's that shows possession. If time allows, discuss their responses.

### Word Work: **Compound words**

- Write the word *birthday* on the board. Ask students which two words were joined together in the word *birthday* (*birth* and *day*). Explain that this word is called 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 bigger word (the *day* of a person's *birth*).
- Write the words *one-room*, *classroom*, and *soccer ball* on the board. Tell students that these are examples of different types of compound words. Each example has two parts that make up one word meaning; however, some compound words are separated by hyphens, some are joined, and some are separate.
- Have students find the second sentence on page 12 in the book. Read aloud: "We had a couple of lightbulbs hanging on either side of the sheet, but the electricity hardly ever worked." Have students identify the compound word (*lightbulbs*). Ask them to identify the two separate words that make up the compound word (*light* and *bulbs*). Ask a volunteer to use the definitions of the two smaller words to figure out the meaning of the bigger word (*bulbs* filled with *light*).
- **Independent practice:** Introduce, explain, and have students complete the **compound words worksheet**. When they finish, discuss their answers aloud.

## 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 share their predictions with someone at home as they read the book.

## Extend the Reading

### Realistic Fiction Writing Connection

Have students write a fictional piece in which their character experiences frustration with a part of his or her life, such as something at home or in school. The problem might be with a family member, teacher, or friend. Remind students to keep the characters and events believable since they are writing a realistic fiction piece.

Visit **Writing A-Z** for a lesson and leveled materials on narrative writing.

### Social Studies Connection

Provide Internet resources for students to learn more about refugee camps. Have them look for information such as where refugee camps are currently located in the world, where they were historically located during other wars, what the buildings look like, how many people live there, what their everyday lives are like, and what the children do to entertain themselves. Have students use a Venn diagram to compare and contrast the lives of students where they live and the lives of students in refugee camps.

### 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
- accurately identify similarities and differences between information in fictional text during discussion and on a worksheet
- recognize contractions in text and identify the two words that are joined together to form each contraction during discussion
- correctly identify and form compound words during discussion and on a worksheet

### Comprehension Checks

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