

Read

MAIN SELECTION

- *Mighty Jackie: The Strike-out Queen*

- Skill: Author's Purpose

PAIRED SELECTION

- "Baseball Greats"
- Text Feature: Table

SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 175M–175V

Comprehension

GENRE: HISTORICAL FICTION

Have a student read the definition of Historical Fiction on **Student Book** page 152. Students should look for people and details from history in the story.

STRATEGY

MAKE INFERENCES AND ANALYZE

Remind students that making an inference is coming to an informed conclusion based on what they have read combined with their own experiences.

SKILL

AUTHOR'S PURPOSE

An author's purpose for writing falls into one of three main categories: to entertain, to inform, or to persuade. Identifying the author's purpose helps students better understand what they are reading.

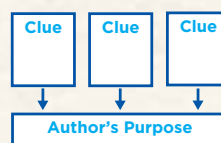
Comprehension

Genre

Historical Fiction is set in a real time and place in the past. It may include real people and events that actually happened, along with fictional characters and events.

Make Inferences and Analyze

Author's Purpose As you read, fill in your Author's Purpose Map.



Read to Find Out

What actually made Jackie so mighty?

152

Vocabulary

Vocabulary Words Review the tested vocabulary words: **legendary, insult, muttered, gaped, flinched, snickering, and fluke.**

Story Words Students may be unfamiliar with these words. Pronounce the words and give meanings as necessary.

exhibition (p. 153): an event for people to watch just for fun

pitcher (p. 154): the member of the baseball team who throws the ball to the batter

major-league (p. 154): the highest level in professional baseball

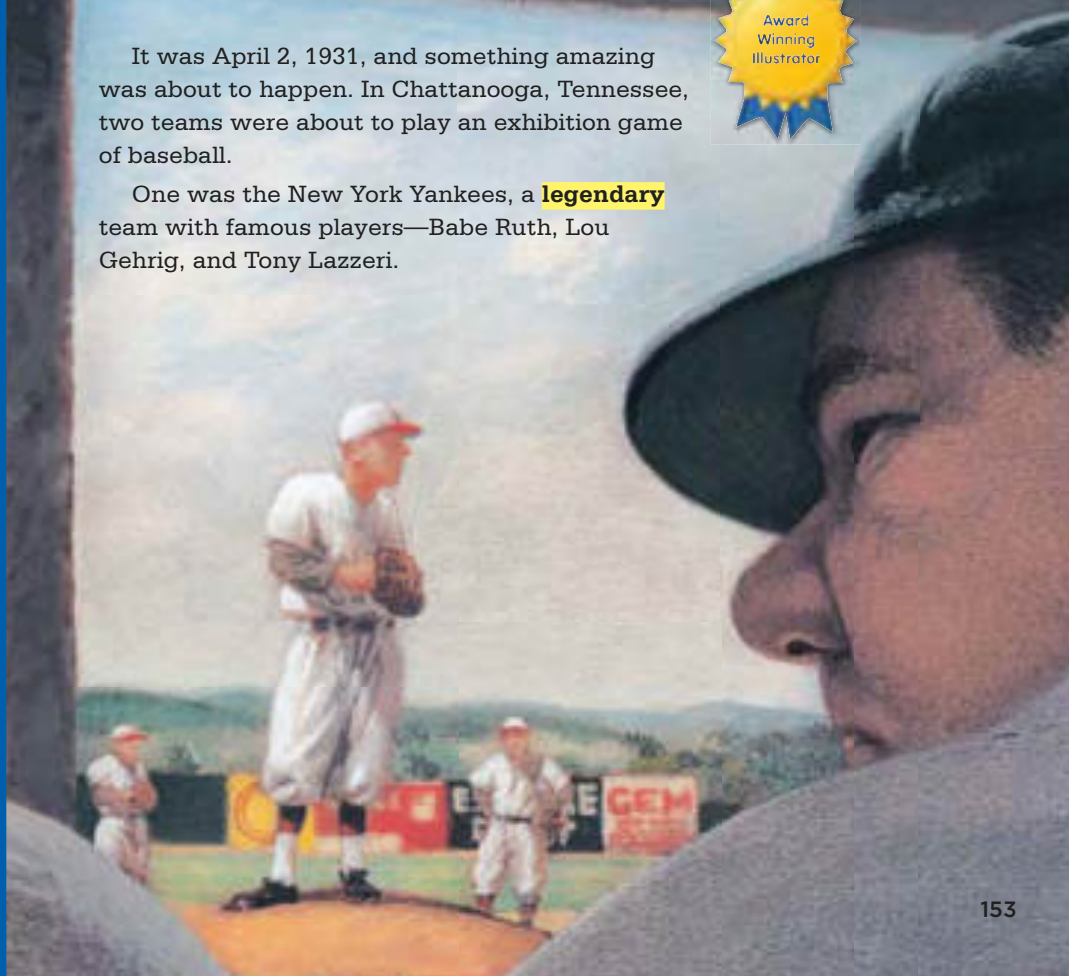
MIGHTY JACKIE

The Strike-out Queen

by Marissa Moss • Illustrated by C.F. Payne

It was April 2, 1931, and something amazing was about to happen. In Chattanooga, Tennessee, two teams were about to play an exhibition game of baseball.

One was the New York Yankees, a **legendary** team with famous players—Babe Ruth, Lou Gehrig, and Tony Lazzeri.



153

Read Together

If your students need support to read the Main Selection, use the prompts to guide comprehension and model how to complete the graphic organizer. Encourage students to read aloud.

If your students need alternate selections, choose the **Leveled Readers** that match their instructional levels.

Read Independently

If your students can read the Main Selection independently, have them read and complete the graphic organizer. Remind them to adjust their reading rate based on their purpose for reading.



Technology

Story available on **Listening Library Audio CD**



Preview and Predict

Ask students to read the title, preview the illustrations, and note questions and predictions about the selection. What sport are the characters in this story playing?

Set Purposes

FOCUS QUESTION Discuss the “Read to Find Out” question on **Student Book** page 152. Remind students to look for the answer as they read. Students may also set their own purpose for reading.

Point out the Author’s Purpose Map in the Student Book and on **Practice Book** page 40. Explain that students will fill it in as they read.

Read *Mighty Jackie: The Strike-out Queen*

Use the questions and Think Alouds to support instruction about the comprehension strategy and skill.

On Level Practice Book O, page 40

As you read *Mighty Jackie*, fill in the Author’s Purpose Map.

Clue	Clue	Clue
↓	↓	↓
Author’s Purpose		

How does the information you wrote in the Author’s Purpose Map help you to analyze and make inferences about *Mighty Jackie*?



Approaching Practice Book A, page 40



Beyond Practice Book B, page 40

Develop Comprehension

1 WRITER'S CRAFT: A GOOD TOPIC

The author states that the Chattanooga Lookouts were "a small team, a nothing team, except for the pitcher, Jackie Mitchell." Marissa Moss has narrowed the topic of this story to focus on a real-life heroine. What facts on page 154 show you that the author has chosen an interesting topic?

(Suggested answer: She says that Jackie was a girl and "everyone knew that girls didn't play major-league baseball." She quotes newspaper coverage that "sneered" at Jackie. She tells us that Jackie was a mighty good pitcher, and she asks whether Jackie was good enough to play against the New York Yankees. This certainly sounds like a good topic for a story.)

2 STRATEGY MAKE INFERENCES AND ANALYZE

Teacher Think Aloud I can tell
 . . . that this will be no ordinary story
 . . . about baseball. The author makes it
 . . . clear that the main character in the
 . . . story is unusual. Not only is Jackie
 . . . just seventeen years old, but most
 . . . people had never seen a female
 . . . pitcher play before. As I read, I
 . . . will be looking for clues about the
 . . . author's purpose in writing about
 . . . this special young woman. I will
 . . . analyze the way she puts the story
 . . . together to see if her main purpose
 . . . is to entertain, inform, or persuade.

1 The other was the Chattanooga Lookouts, a small team, a nothing team, except for the pitcher, Jackie Mitchell.

Jackie was young, only seventeen years old, but that's not what made people sit up and take notice. Jackie was a girl, and everyone knew that girls didn't play major-league baseball.

2 The *New York Daily News* sneered that she would swing "a mean lipstick" instead of a bat. A reporter wrote that you might as well have "a trained seal behind the plate" as have a woman standing there. But Jackie was no trained seal. She was a pitcher, a mighty good one. The question was, was she good enough to play against the New York Yankees?

3

154



Media Literacy

Sports Reporting

Explain News media have always responded to the desire of sports fans for information about their favorite sports teams and players.

Discuss Have students discuss media they use for news about sports, including newspaper and Internet articles or programs on TV and radio. Ask students how local news media report on local teams. Is their coverage always fair to the opposing team and its players? Students should listen to and critique sports coverage on television and radio. Is newspaper coverage more or less fair?

Apply In pairs, have students use convincing dialogue to role-play one sports reporter from Chattanooga and one from New York. Each should present a short description for their hometown fans of how Jackie pitched against the Yankee stars.

Develop Comprehension

3 AUTHOR'S PURPOSE



Does the author agree with what the reporter had to say about a woman playing baseball? Explain your answer.

Access for All

(No, the author does not agree. She says that Jackie was no trained seal and that she was a mighty good pitcher. By asking whether Jackie will be good enough to pitch against the Yankees, she suggests what the rest of the story will be about.) Add this information to your Author's Purpose Map.

Clue The author does not agree with what the press thought about Jackie.	Clue	Clue
↓	↓	↓
Author's Purpose		

ELL

STRATEGIES FOR EXTRA SUPPORT

Question 3 AUTHOR'S PURPOSE

Have students discuss any mental images they may have of Jackie when they read that the newspaper says Jackie would "swing a mean lipstick" and when the reporter compares Jackie to a "trained seal." Ask, *How do the newspaper and the reporter feel about Jackie? What are the author's responses to these remarks? How does the author feel about Jackie?*

Access for All

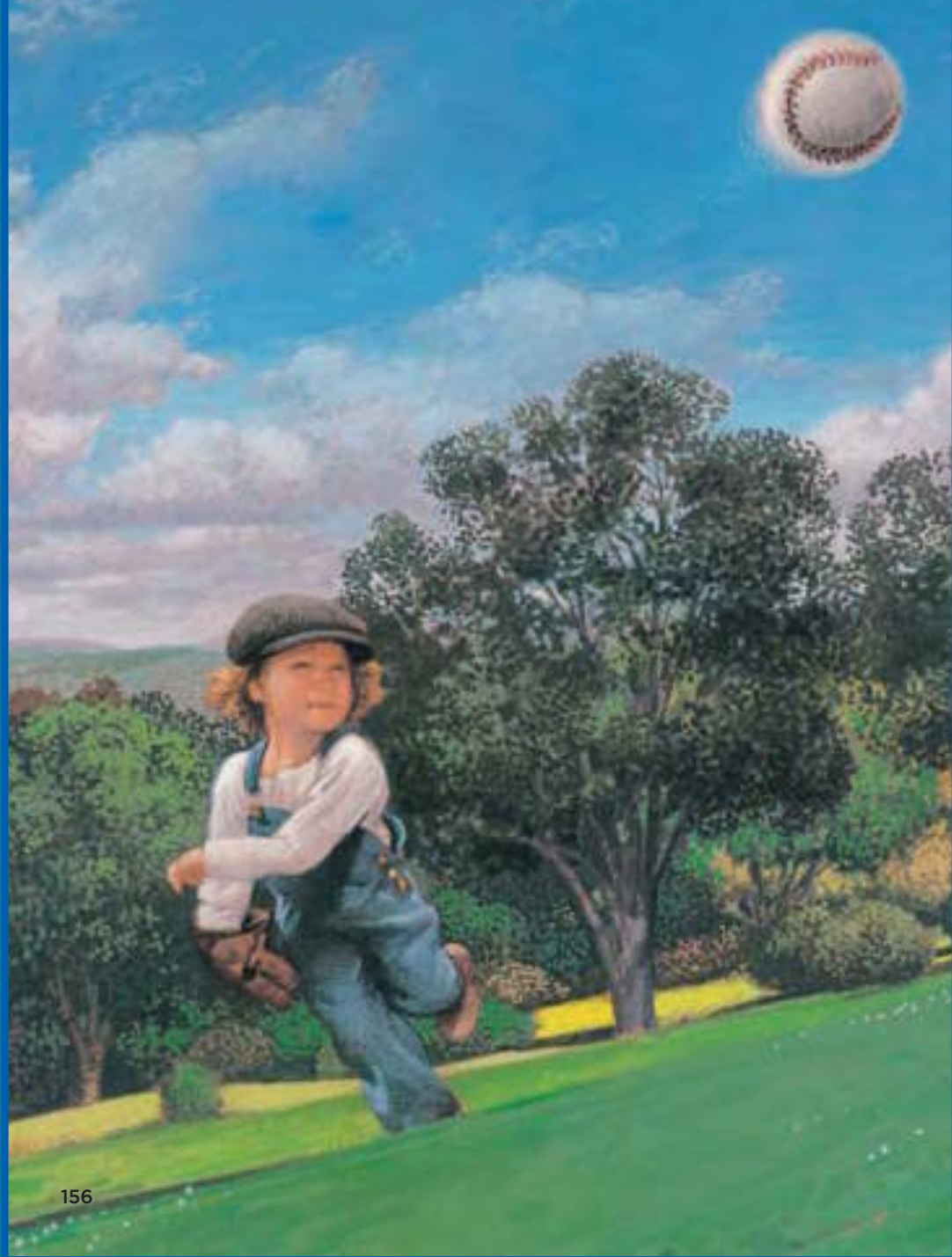
Develop Comprehension

4 MAKE INFERENCES

How do you think Jackie felt when she heard boys insult each other by saying, "You throw like a girl"? (Answers will vary; possible answer: Although she may have felt hurt or angry at first, she probably realized the boys were silly and ignorant. Hearing such insults may have encouraged her to work harder at becoming a good pitcher.)

5 MAINTAIN SETTING

How common do you think it was in the 1920s that a father would support his daughter's interest in sports? Explain your answer. (Suggested answer: It was probably very unusual. Jackie's father seems to have been more interested in helping Jackie do her best than in the fact that she was doing something that few other girls, if any, did.)



Comprehension

Literary Device: Flashback

Explain Authors sometimes interrupt the regular time order of events in a story to take the reader back to a past event. Such an episode, called a *flashback*, shows how the past event affected a current situation.

Discuss How does the author signal that the events described on page 157 happened in the past? (She begins with the phrase "As long as she could remember. . .")

Apply Have students use clues in the text to estimate the number of years covered in the flashback. (10 to 12 years) What year was it when Dazzy Vance started to coach Jackie? How do you know? (1922; she was 17 years old in 1931, so 17 years old – 8 years old = 9 years, and 1931 – 9 years = 1922.)



As long as she could remember, Jackie had played ball with her father. She knew girls weren't supposed to. All the kids at school, all the boys in her neighborhood told her that. When one boy yelled at another one, "You throw like a girl!" it was an **insult**—everyone knew girls couldn't throw. Or that's what they thought.

4

Day after day, in the neighborhood sandlot, Jackie's father told her differently. He said she could throw balls, and she did. She ran bases, she swung the bat. By the time she was eight years old, Dazzy Vance, the star pitcher for the Brooklyn Dodgers, had taught her how to pitch. A real pitcher talking to a little girl was all Jackie needed to start dreaming of playing in the World Series. Her father saw her talent and so did Dazzy. He told her she could be good at whatever she wanted, as long as she worked at it. And Jackie worked at baseball. She worked hard.

5

She practiced pitching till it was too cold and dark to stay outside. She threw balls until her shoulder ached and her fingers were callused. She pitched until her eyes blurred over and she couldn't see where she was throwing. But it didn't matter, her arm knew.

6



Author's Purpose

Why do you think the author is providing so much information about Jackie's childhood?

7

157

Develop Comprehension

6 STRATEGY CONTEXT CLUES

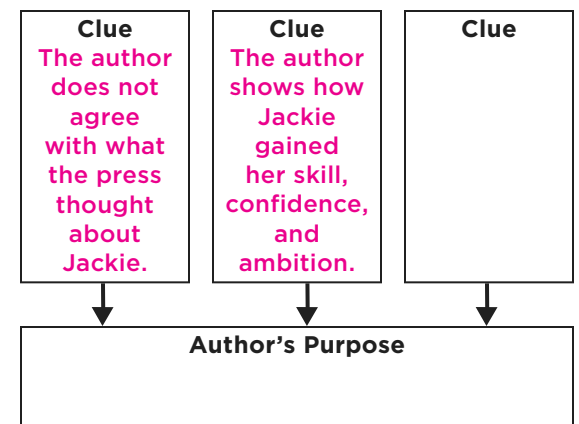


What context clues help you find the meaning of the phrase *blurred over*? (In the same sentence, the author says that Jackie couldn't see where she was throwing. So *blurred over* must mean that something happened to her eyes to prevent her from seeing well.)

7 AUTHOR'S PURPOSE



Why do you think the author is providing so much information about Jackie's childhood? (The author wants to show how Jackie gained her skill and her confidence. We also see how learning from a star pitcher encouraged her to have big dreams for her future.) Add this information to your Author's Purpose Map.



Draw conclusions from the chart.



Comprehension

Monitor and Clarify: Visualize

Explain Students can better understand what they read if they use their own experiences and details from the text to visualize, or form mental pictures, of the characters, setting, and action.

Discuss Ask students to explain how their own experiences might help them visualize the times when Jackie practiced such long hours. (Students might recall learning a sport or some other skill and how it felt to do a task over and over again.)

Apply Have students list details on page 157 that help them visualize what Jackie is experiencing. (Students may note the neighborhood sandlot, the sky getting dark, the air getting cool, aching muscles, callused fingers, and blurry eyes.) Have students apply this strategy as they continue to read.

Develop Comprehension

8 AUTHOR'S PURPOSE



Why do you think the author chooses to build suspense at this point in the story? (This is Jackie's big chance, the moment she has been preparing for over many years. The author probably wants us to know what it must have felt like for Jackie as she took the mound.) How does the author use language to create the suspense? (The repetitions of "They were waiting for her. . ." and the word *game* in "a man's game, not *her* game" suggest the tension Jackie was feeling.)

9 GENRE: HISTORICAL FICTION

To make a historical story more vivid, authors sometimes imagine and include what the characters might have been thinking. What information on page 158 could not actually have been seen or heard by anyone while Jackie prepared to pitch? (Although Jackie probably knew what many of the spectators thought would happen, we can never know her or their actual thoughts.)

Students should analyze and compare genres and how each would portray this event.

Vocabulary

Find the sentence that contains the word **muttered**. What are some words or phrases that mean the opposite of *muttered*? (Possible answers: shouted, spoke out loud, announced)

And now she was finally going to have her chance to play on a *real* baseball team, to pitch to *real* players. The stands were packed. A crowd of four thousand had come to see the strange sight of a woman on the pitcher's mound.

She stood tall on the field and looked back at the crowd in the bleachers. They were waiting for her to make a mistake, and she knew it. They were waiting for her to prove that baseball was a man's game, not *her* game.

"It is my game," she **muttered** to herself and bit her lip. The Yankees were up, top of the first, and the batter was walking up to the plate. Jackie was ready for him, the ball tight in her left hand.

10



158

Comprehension

Literary Device: Suspense

Explain One way authors capture the interest of readers is to make a story suspenseful. Suspense is what you feel when you are excited and uncertain about how events may turn out.

Discuss Ask students to tell why the situation on page 158 is suspenseful. (The crowd expects Jackie to fail. Jackie is prepared, but the outcome is uncertain.)

Apply Ask students to predict what will happen and to explain their predictions. Discuss which predictions prove correct as they continue to read. (Students may guess that she succeeds, but they may not anticipate the suspenseful challenges she faces along the way.)

Develop Comprehension

10 SUMMARIZE

How would you summarize the story so far? (Seventeen-year-old Jackie Mitchell is about to pitch for the Chattanooga Lookouts in an exhibition game against the New York Yankees. Thousands of people have turned out to see a female pitcher play. Even a New York newspaper has commented on how she will do. Jackie had learned to play baseball from her father at a very young age. He always encouraged her, and she was even coached by a star pitcher named Dazzy Vance. Now, as she takes the mound to pitch against the Yankees, Jackie is aware that many people expect her to fail because they believe baseball should be played only by men.)



Have students respond to the selection by confirming or revising their predictions. Encourage students to revise or write additional questions they have about the selection. Remind them that asking questions will help them understand the story better.

Quick Check

Can students analyze the author's purpose? If not, see the **Extra Support** on this page.

Extra Support

Author's Purpose

Help students review the clues about the author's purpose that they added to their Author's Purpose Maps. Ask, *Does the author let us know what she thinks about Jackie? Explain. (Yes, she disagrees with what the newspapers said about Jackie.) How do we learn that Jackie got a lot of encouragement as a child? (The author talks about the coaching she received from her father and Dazzy Vance.) What do these clues tell you about what the author's purpose might be? (Suggested answer: She wants to inform us about Jackie's life, but she also wants to persuade us that Jackie was as good a baseball pitcher as any man.)*

Stop here if you wish to read this selection over two days.



Develop Comprehension

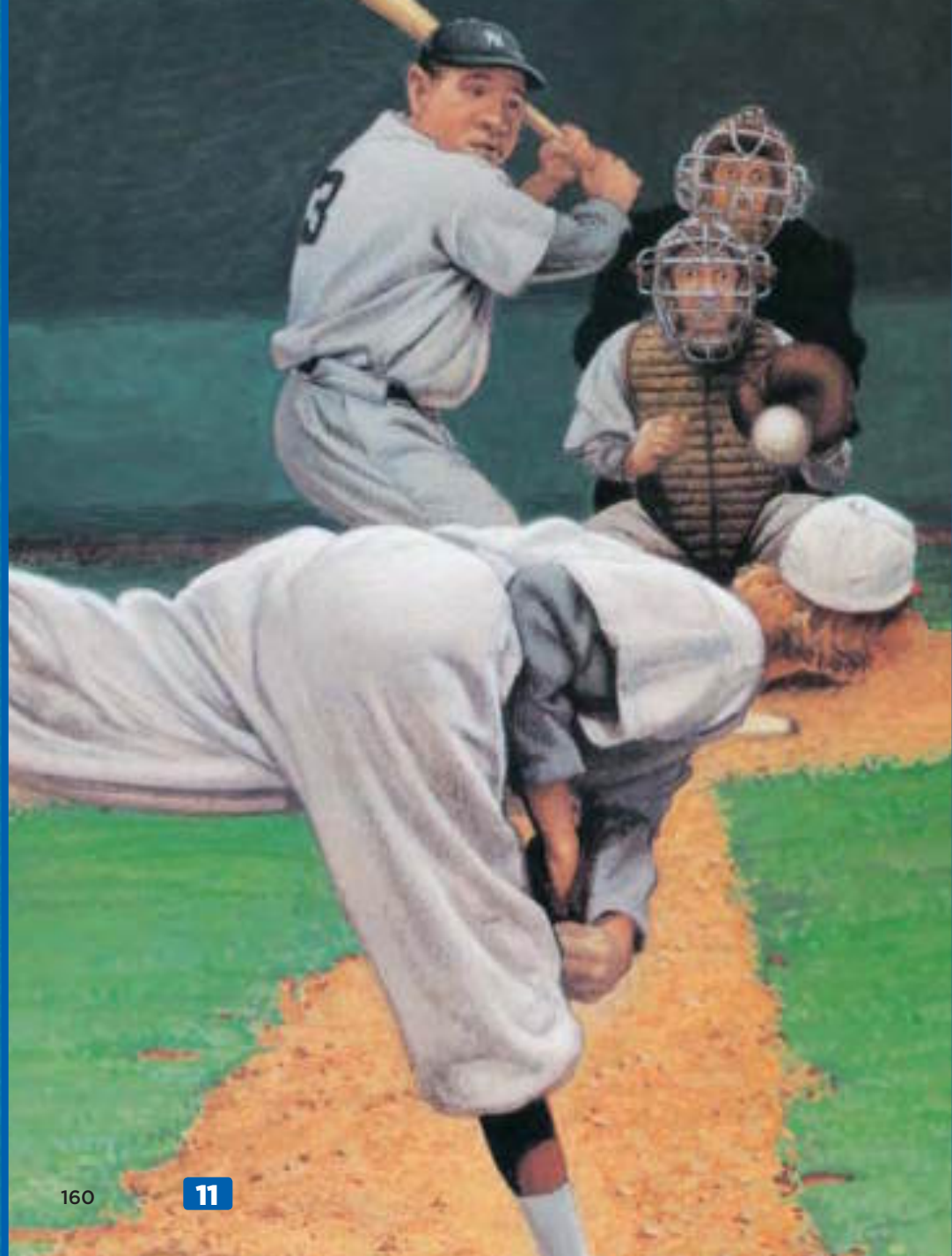
11 USE ILLUSTRATIONS

What information about Jackie's pitches does the artist provide in the illustration on page 160? (The expressions on the faces of Ruth, the catcher, and the umpire show that they are surprised by the speed and power of Jackie's pitches.)

12 AUTHOR'S PURPOSE



The author tells us how Babe Ruth felt about women playing baseball. Why do you think she includes this information? (The author wants to show what is at stake as Jackie pitches against Ruth. Not only is Jackie pitching to the mighty "Home Run King," but she is working to prove him wrong about women playing the game at all.)



160

11

Except the batter was Babe Ruth—Babe Ruth, the “Home Run King,” a big mountain of a man—and Babe didn’t like the idea of a woman pitcher at all. He thought women were “too delicate” for baseball. “They’ll never make good,” he said. “It would kill them to play ball every day.” He walked to the plate and tipped his cap at Jackie. But if she thought he was going to go easy on her, she could forget it! He gripped the bat and got ready to slam the ball out of the ballpark.

Jackie held that ball like it was part of her arm, and when she threw it, she knew exactly where it would go. Right over the plate, right where the Babe wasn’t expecting it, right where he watched it speed by and *thwunk* into the catcher’s mitt.

“STRRRRIKE ONE!”

Babe Ruth **gaped**—he couldn’t believe it! The crowd roared. Jackie tried to block them out, to see only the ball, to feel only the ball. But Babe Ruth was facing her down now, determined not to let a girl make a fool out of him. She **flinched** right before the next pitch, and the umpire called a ball.

“Hmmmph,” the Babe snorted.

“You can do it!” Jackie told herself. “Girls can throw—show them!”

But the next pitch was another ball.

Now the crowd was hooting and jeering. The Babe was **snickering** with them.

161

ELL

Access
for All

Act It Out To help students understand the meanings of verbs that describe facial expressions, vocal sounds, and gestures, act out the following words:

- Babe Ruth **gaped** . . .
- Babe Ruth was **facing her down** . . .
- “Hmmmph,” the Babe **snorted**.
- The crowd was **hooting** and **jeering**.
- The Babe was **snickering** . . .

Develop Comprehension

13 TEXT FEATURES

Why do you think the words “STRRRRIKE ONE!” are printed differently from the rest of the text? (The printing imitates the way the umpire sounds when he calls the play. The change in letter size suggests the change in pitch in his voice.)

14 STRATEGY

MAKE INFERENCES AND ANALYZE

Teacher Think Aloud When the author describes Jackie’s pitches, I can tell how much discipline she had. I sense that the encouragement she had as a child will help her now. How does the author let us know that Jackie is prepared and confident even in this tense situation?

(Encourage students to apply the strategy in a Think Aloud.)

Student Think Aloud The author describes how pitching is second nature to Jackie. She says Jackie held the ball like it was part of her arm and that she focused on the ball. It takes years of practice to do that well. Instead of losing confidence when she flinches, she tells herself she can do it and show them.

Vocabulary

Find the sentence that contains the word **flinched**. Which of the following words or phrases could *not* be used to replace *flinched* in the sentence: hesitated, relaxed, hung back, tensed up? (relaxed)

Develop Comprehension

15 MONITOR AND CLARIFY: VISUALIZE

What details does the author include to help you visualize the scene as Jackie prepares to pitch once more to Babe Ruth? (Jackie closes her eyes. Her fingers tingle around the ball. She feels the weight of the ball in her hand. She feels the strength in her shoulders. She hears her father's voice in her mind.)

16 MAKE INFERENCES

Why do you think Jackie's father told her to pitch to Babe Ruth as if he were an ordinary ballplayer? (If Jackie treats Babe Ruth like an ordinary ballplayer, she will remain calm and be able to pitch her best.)

RESEARCH Why It Matters



Comprehension Research cites that when students are asked to make mental images, the printed text and the mental images together may require students to make a special effort which results in deeper and better understanding of a text. As well, it seems to be that students who use imagery may be making more active connections between different parts of the text. These connections also improve comprehension.

Janice A. Dole



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- Jackie closed her eyes. She felt her fingers tingling around the ball, she felt its heft in her palm, she felt the force of her shoulder muscles as she wound up for the pitch. She remembered what her father had told her:
- 15 “Go out there and pitch just like you pitch to anybody else.”

“STRRRRIKE TWO!”

Now the Babe was mad.

This was serious. The Babe was striking out, and the pitcher was a girl!

Jackie wasn't mad, but she wasn't scared either. She was pitching, really pitching, and it felt like something was happening the way it had always been meant to. She knew the batter would expect the same pitch, close and high, even if the batter was Babe Ruth. So this time she threw the ball straight down the middle with all the speed she could put on it.

“STRRRRIKE THREE!”

- 17 Babe Ruth glared at the umpire and threw the bat down in disgust. He told reporters that that would be the last time he'd bat against a woman! The crowd was stunned. A girl had struck out the “Sultan of Swat”! It couldn't be! It was a mistake, a fluke! What would the papers say tomorrow? But wait, here came Lou Gehrig, the “Iron Horse,” up to the plate. He'd show her. She couldn't strike him out too.

Comprehension

Summarize

Explain Remind students that summarizing and paraphrasing can help them check their understanding, recall information, organize their ideas, and share information with others. Explain that to summarize, students should first identify the most important information and then restate that information in their own words.

Discuss When reading nonfiction, students should recognize and paraphrase the main ideas or key concepts. When reading fiction, they should recognize and paraphrase the key events or actions.

Apply Have students summarize the action on page 162. (Jackie pitched to Babe Ruth and, even though she was nervous, she struck him out.) As students read independently each day, encourage them to summarize selections orally or in writing and to identify themes that recur in what they read and view.

Develop Comprehension

17 COMPARE AND CONTRAST

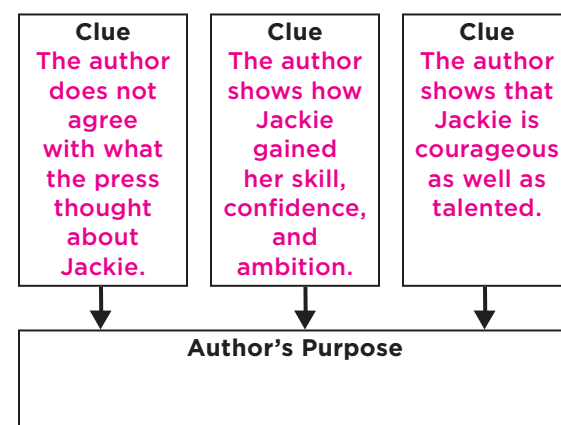
What information does the author provide on page 162 about Jackie's state of mind? Is it the same or different from Babe Ruth's state of mind? Explain. (Jackie is calm and unafraid. She is able to think clearly and to choose just the right pitches. Ruth's state of mind is different. He is angry and worried about being struck out by a girl. When he does strike out, he shows his bad temper.)

18 AUTHOR'S PURPOSE



In the last paragraph on page 162, the author imagines the crowd's reaction after Jackie strikes Babe Ruth out. In what ways does this help the author express her opinion about Jackie?

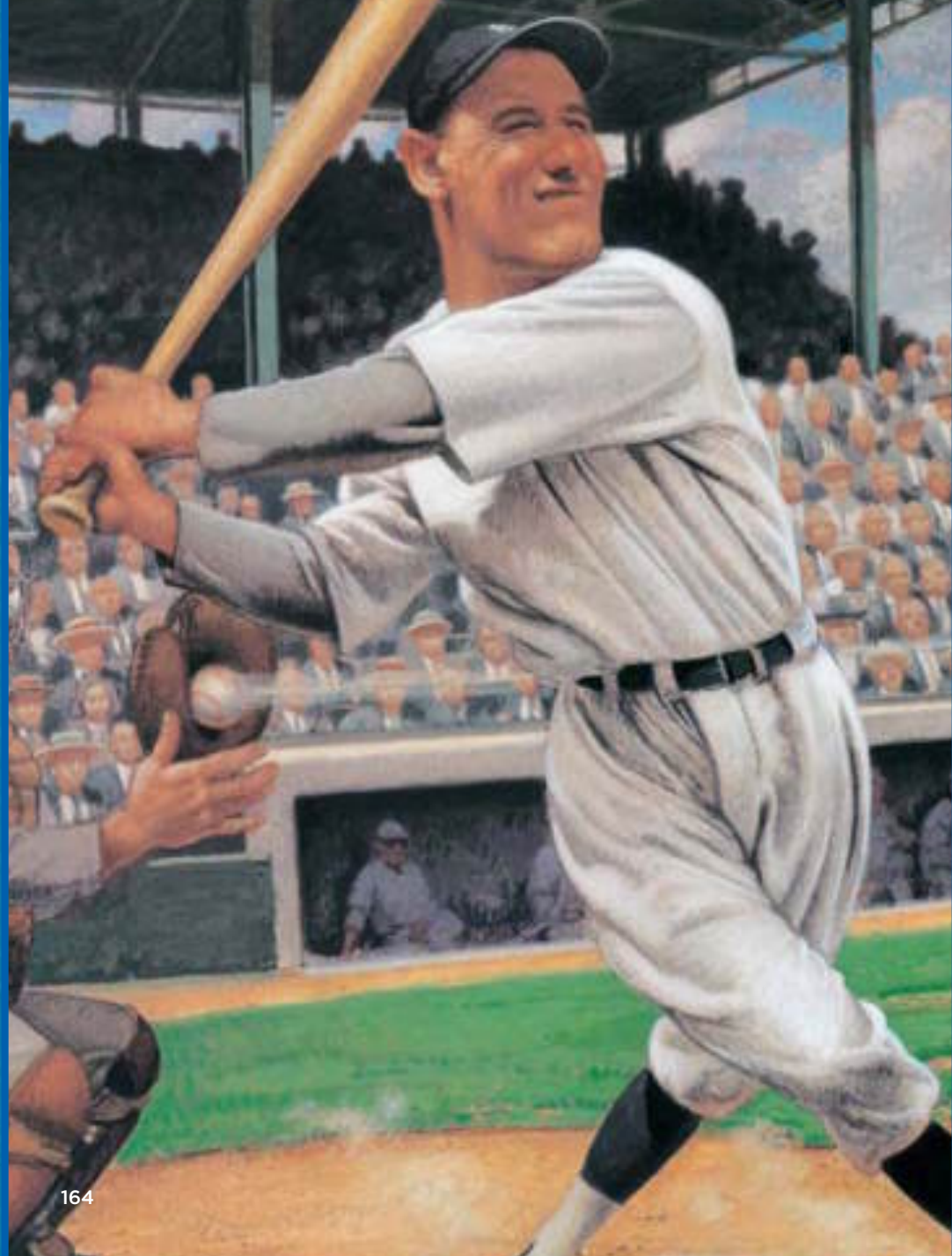
(The author lets us know how surprised the crowd is. In 1931, no one believes a girl can strike out a major-league baseball star. Though they have just seen it happen, they think it must be a mistake. The author shows not only that Jackie has great talent, but that it takes courage to do something so unexpected.) Add this information to your Author's Purpose Map.



Develop Comprehension

19 MAKE INFERENCES

Lou Gehrig has just seen Jackie strike out his teammate. Why do you think he is “stunned” when he swings and misses Jackie’s first pitch? (He doesn’t think that Jackie can strike out two stars in a row. Perhaps he thinks that, having seen Ruth strike out, he is better prepared for the level of Jackie’s skill. He may also think he can bat better than Ruth can.)



Author's Craft

Mood

Mood refers to the emotion a text creates. Here, the mood is one of suspense and tension as the reader is excited about what will happen as Jackie pitches to famous hitters. Mood helps create an overall tone, or feeling, and makes the story more interesting.

Lou Gehrig swung with a mighty grunt, but his bat hit nothing but air.

"STRRRRIKE ONE!"

He looked stunned, then dug in his heels and glared at Jackie. **19**

"STRRRRIKE TWO!"

Jackie grinned. She was doing what she'd worked so hard and long to do, and nothing could stop her.

She pitched the ball the way she knew best, a lefty pitch with a low dip in it. No one could touch a ball like that when it was thrown right.

"STRRRRIKE THREE!" **20**

165

Develop Comprehension

20 PLOT

Why do you think the author describes Gehrig's time at bat more quickly than she described Ruth's time at bat? (It is not as important to use suspense this time. Jackie is more confident now that she has struck out Ruth.)



Cross-Curricular Connection

During the hardships of the Depression in the 1930s, women playing baseball was both unusual and exciting. Women mostly tended to their homes and families. Teaching and nursing were the most common jobs among women who worked away from the home.

Ask students what they think Jackie Mitchell was feeling as she stood on the pitcher's mound. How do they think it made women in the crowd feel?

Have students use primary sources, such as journal entries, interviews, and letters, to research a woman from the past and a woman from the present who have made a difference. Students should present their findings to the class orally and provide visuals, such as posters, time lines, Venn diagrams, or photo collages along with the primary sources they used.

Develop Comprehension

21 STRATEGY
MAKE INFERENCES AND ANALYZE

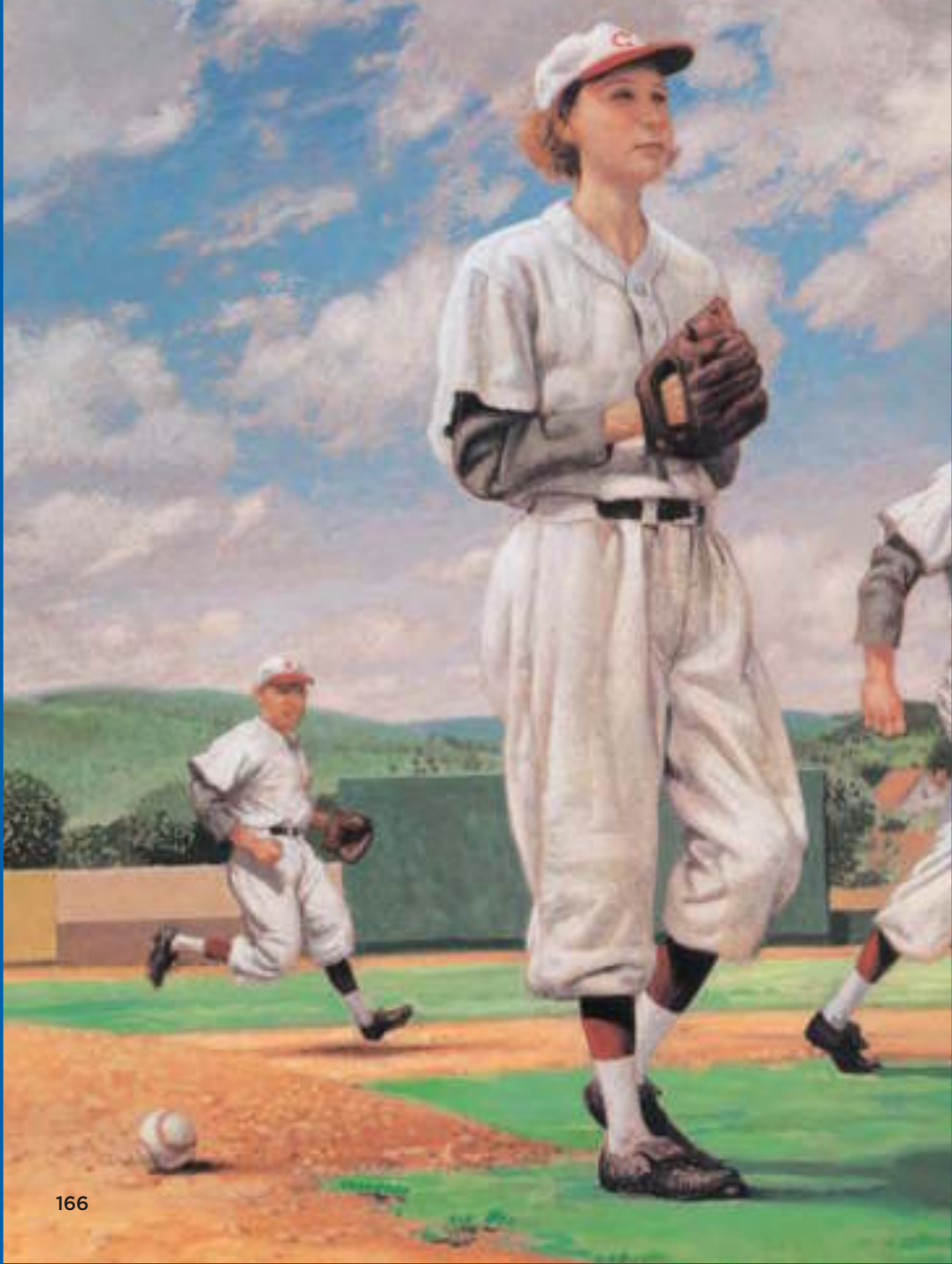
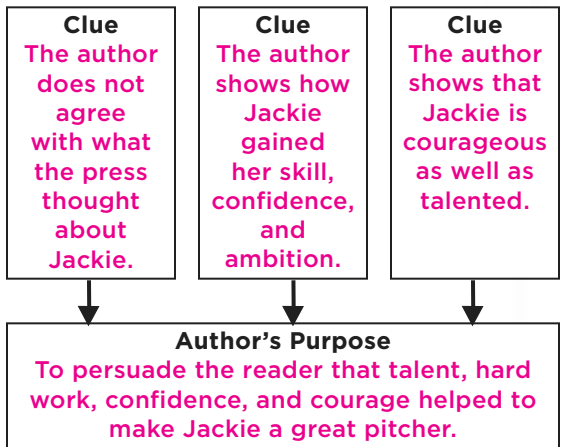
Why do you think the people in the crowd change their minds about Jackie after she strikes out Gehrig?

Student Think Aloud Many people wanted Jackie to fail, because they were not used to a woman pitcher. They were not expecting her to be able to strike out Babe Ruth. It was too unusual. Now that she has done the same to Lou Gehrig, the crowd realizes that the first time was not a mistake. If Jackie can strike out two of baseball's greatest batters, then she must really be a great pitcher.

22 AUTHOR'S PURPOSE



What was Marissa Moss's purpose in writing this story? (Moss wants to persuade readers that, though the odds were against Jackie, she succeeded. She shows us that working hard, getting encouragement, and having the courage to let the world see her true talent all helped Jackie pitch as well as she wanted to.) Add this information to your Author's Purpose Map.



ELL

Access for All

STRATEGIES FOR EXTRA SUPPORT

Question 21 MAKE INFERENCES AND ANALYZE

Guided Questioning What does it mean to change your mind? (to have a different thought or opinion from the one you had before) How did the crowd feel about Jackie after she pitched to Babe Ruth? (They were surprised.) What were the people in the crowd thinking as Lou Gehrig came up to the plate? (that Jackie wouldn't be able to strike him out too) What did the crowd do when Jackie struck out Gehrig? (They stood up and cheered.) What made them so happy this time? (They could tell she was special because she could strike out both men.)

The crowd, so ready to boo her before, rose with a **21** roar, clapping and cheering like crazy. Back to back, Jackie had struck out two of baseball's best batters, Babe Ruth and Lou Gehrig. She'd proven herself and now the fans loved her for it.

But Jackie didn't hear them. She was too proud and too happy. She'd done what she'd always known she could do. She'd shown the world how a girl could throw—as hard and as fast and as far as she wanted.



Author's Purpose

What was Marissa Moss's purpose in writing this story?

22

167

Develop Comprehension

RETURN TO PREDICTIONS AND PURPOSES

Review students' predictions and purposes. Were they correct? Did they identify what made Jackie so mighty? (She was the first female to strike out two major-league baseball stars.)

Students should be able to use teachers' and classmates' opinions to evaluate their own interpretations.

REVIEW READING STRATEGIES

- In what ways did identifying the author's purpose help you to understand the story?
- Did you understand the strategy of visualizing? When might you use it again?
- What strategies did you use when you came to difficult words?



PERSONAL RESPONSE

Encourage students to write a song or a poem about the time when Mighty Jackie struck out the Sultan of Swat and the Iron Horse.

Comprehension

Read About Sports

Explain Baseball and other sports have inspired many kinds of writing: fiction and nonfiction, plays, poems, and songs. Sports have also inspired paintings, movies, and television shows.

Discuss Ask students what sports they are most interested in. What books, plays, poems, songs, or other works do they know about their favorite sport?

Apply Have students choose a book, article, or poem to read. You may wish to suggest some baseball selections, such as the poems "Casey at the Bat" by Ernest Lawrence Thayer and "The Base Stealer" by Robert Francis; nonfiction books, such as *Great Moments in Baseball History* by Matt Christopher; and fiction books, such as *Baseball Fever* by Johanna Hurwitz. When students have finished, set up literature circles for students to compare the information and experiences that different genres provide.

Quick Check

Can students identify the author's purpose?

During **Small Group Instruction**

If No → **Approaching Level** Leveled Reader Lesson, p. 175P

If Yes → **On Level** Options, pp. 175Q–175R

Beyond Level Options, pp. 175S–175T

Author and Illustrator

THE WINNING TEAM: MARISSA AND C. F.

Have students read the biographies of the author and the illustrator.

DISCUSS

- Why was Marissa Moss interested in writing about Jackie?
- Analyze the title of this book. How does it help bring Jackie to life? What would be another appropriate title for this book? Support your answer with details from the text.
- Why was C. F. Payne a good artist to illustrate this story?

WRITE ABOUT IT

Have students discuss Jackie's childhood playing baseball. Ask them how her father's encouragement and hard work helped Jackie succeed. Have students write about someone who has encouraged them and made a difference in their own lives.

Author's Purpose

Explain that authors often use the facts of a real person's life to inspire their readers with the possibility of success in their own lives. Marissa Moss used Jackie's success in the face of opposition to help persuade her readers that it can be done.



Technology

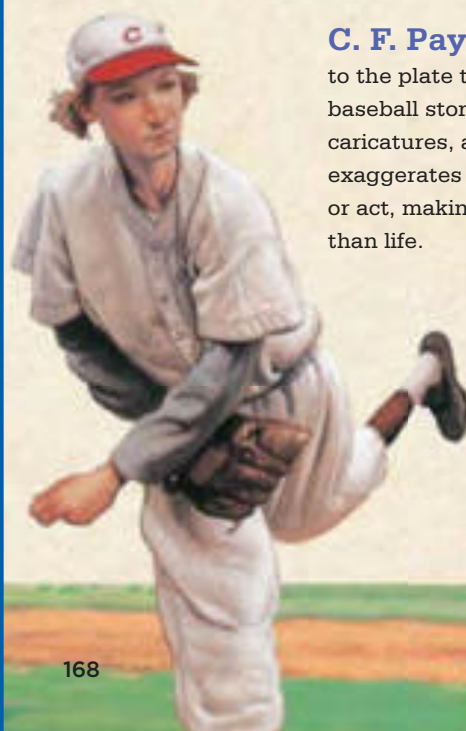
Students can find more information about Marissa Moss and C. F. Payne at www.macmillanmh.com

The Winning Team: Marissa and C. F.



Marissa Moss likes to write about real women like Jackie who have done unusual things. She has also written about a female train engineer and the first woman to fly across the English Channel. Marissa hopes that when kids read her books they will discover things about the past that remind them of their own lives.

Other books by Marissa Moss and C. F. Payne



168

C. F. Payne has stepped up to the plate to illustrate other baseball stories. C. F. often does caricatures, a kind of art that exaggerates the way people look or act, making them seem larger than life.



Find out more about Marissa Moss and C. F. Payne at www.macmillanmh.com

Author's Purpose

Marissa Moss based this story on the life of Jackie Mitchell. Does the fact that the main character was a real woman have an effect on the author's purpose? How do you know?

Author's Craft

Point of View

Point of view means who is telling the story. The most commonly used points of view are first and third omniscient.

- A story with a first-person point of view is told from the point of view of one of the characters, using words like *I* and *me*.
- A third-person omniscient narrator knows everything about all the characters, including what they think and feel. Example: "They were waiting for her to make a mistake, and she knew it." (p. 158) Ask students how this point of view helps readers better understand the story.
- Have students look for and discuss other examples of the point of view, such as "But if she thought he was going to go easy on her, she could forget it!" (p. 161)

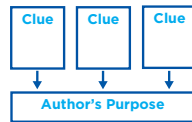


Comprehension Check



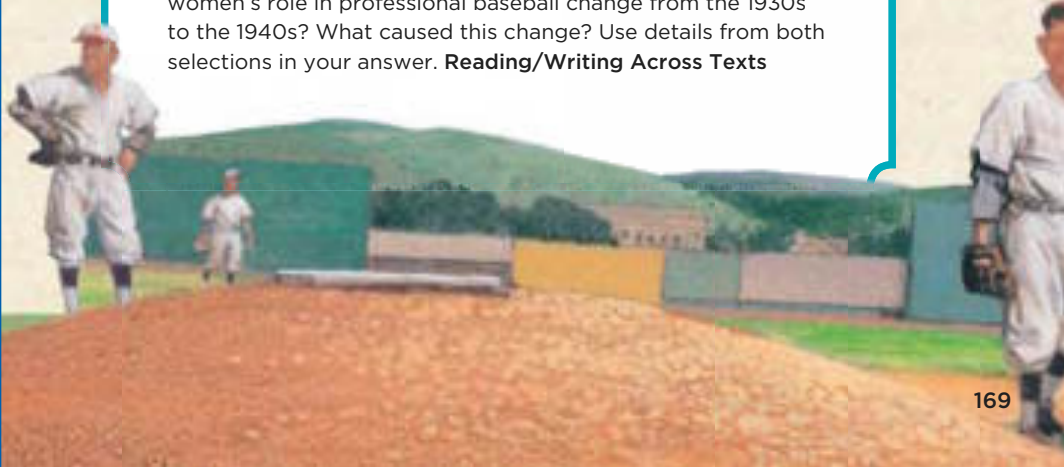
Summarize

Summarize *Mighty Jackie: The Strike-Out Queen*. Be sure to describe the main events, when and where the story is set, and the main character. Use information from your Author's Purpose Map to help you summarize.



Think and Compare

1. The author stresses the fact that Ruth and Gehrig were **legendary** baseball players. What is the author's purpose in doing that? **Make Inferences and Analyze: Author's Purpose**
2. Read the third paragraph on page 154. What were people's attitudes toward female athletes? Include details. **Analyze**
3. Have you ever reached a goal that you or other people may have thought was impossible to achieve? Explain. **Apply**
4. Why was proving her pitching talent so important to Jackie? Explain your opinion. **Analyze**
5. Read "Women Pick Up the Ball" on pages 150–151. How did women's role in professional baseball change from the 1930s to the 1940s? What caused this change? Use details from both selections in your answer. **Reading/Writing Across Texts**



169



Strategies for Answering Questions

Think and Search

Model the Think and Search strategy with questions 2 and 5.

The answer is found in more than one place in the selection.

Question 2 Think Aloud: I see that the paragraph describes
 • how the newspapers wrote sneeringly about Jackie. I already
 • read that "everyone knew that girls didn't play major-league
 • baseball." So I can use what the papers said in my answer.

Question 5 Think Aloud: "Women Pick Up the Ball" tells me
 • that women became involved with baseball because men left for
 • the war. In *Mighty Jackie: The Strike-out Queen*, the author explains
 • how hard it was for Jackie Mitchell to get respect, even though
 • she pitched very well. By putting this information together, I can
 • see that the war gave women a chance to play baseball.



Comprehension Check

SUMMARIZE



Have partners summarize *Mighty Jackie: The Strike-out Queen* in their own words, orally or in writing. Remind students to use their Author's Purpose Map to help them organize their summaries.

THINK AND COMPARE

Sample answers are given.



1. **Author's Purpose:** The author tells us that Babe Ruth and Lou Gehrig are legendary to show that they were famous for being the best baseball players. If Jackie could strike them out, then it proves that she was a really good pitcher.
2. **Analyze:** People felt women shouldn't play major-league baseball. One reporter compared Jackie to a trained seal. This shows the challenge Jackie faced. **USE THINK AND SEARCH**
3. **Text to Self:** Answers may vary. Students may say that they received a good grade in a subject that was very difficult for them.
4. **Text to World:** It was important for Jackie to prove her pitching talent in a time when women were not considered professional baseball players. Jackie did it for her father and her childhood dream.



FOCUS QUESTION

5. **Text to Text:** In the 1930s, people felt baseball was a man's game and women like Jackie Mitchell shouldn't be able to play. To keep the baseball parks open during World War II, women were asked to play. **USE THINK AND SEARCH**

Objectives

- Read accurately with good prosody
- Rate: 84–104 WCPM

Materials

- Fluency Transparency 6
- Fluency Solutions
- Leveled Practice Books, p. 41

ELL**Access
for All**

Phrasing Model reading by breaking the sentences into smaller phrases and have students repeat. Track with your finger under the phrases as you read them aloud. Point out the commas in the sentences and model how to read a sentence that has a comma.



On Level Practice Book O, page 41

As I read, I will pay attention to pauses, stops, and intonation.

Mildred Ella Didrikson was born on June 26, 1914, in Port Arthur, Texas. Mildred's father built a gym for his children in the backyard. The children played many sports, including baseball. Mildred was a good hitter. So the boys started calling her "Babe," after the **legendary** baseball player Babe Ruth. Ruth was famous for hitting home runs. It was no fluke that Babe Didrikson became a good athlete. Babe's father read newspaper articles about the 1928 Olympic Games aloud to his children. Babe was 14 years old at the time. She began to dream about competing in the Olympics someday. Babe attended high school during the late 1920s. She excelled in every sport she tried. At only 5 feet (152 cm) tall and 105 pounds (48 kg), Babe was small. But she was strong.

Comprehension Check

- Why does the author make it a point to explain Mildred Didrikson's nickname? **Author's Purpose** The author wants readers to know that Mildred Didrikson was such a good athlete that boys compared her to Babe Ruth.
- How did Babe Didrikson's homelife help her to become an athlete? **Setting** Babe Didrikson's father encouraged physical training by building a gym and reading articles about the Olympics.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Approaching Practice Book A, page 41



Beyond Practice Book B, page 41

Fluency

Repeated Reading: Intonation/Pausing

EXPLAIN/MODEL Tell students that good readers learn to read groups of words together in phrases, pausing for punctuation. Explain that the text on **Transparency 6** has been marked with slashes to indicate pauses and stops. A single slash indicates a pause, usually between phrases. A double slash indicates a stop, usually between sentences. Explain that you will model reading with good expression or prosody. Have the class listen carefully to your pauses and intonations as you read.

**Transparency 6**

And now she was finally going to have her chance to play on a **real** baseball team, / to pitch to **real** players. // The stands were packed. // A crowd of four thousand had come to see the strange sight of a woman on the pitcher's mound. //

She stood tall on the field and looked back at the crowd in the bleachers. // They were waiting for her to make a mistake, / and she knew it. // They were waiting for her to prove that baseball was a man's game, / not **her** game. //

Fluency Transparency 6

from *Mighty Jackie: The Strike-out Queen*, page 158

**Access
for All**

PRACTICE/APPLY Reread the first two sentences with students. Then divide them into two groups and have groups alternate reading sentences. Remind students to pay attention to the pauses and stops indicated by the slash marks. For additional practice, have students use **Practice Book** page 41 or the Fluency Solutions Audio CD.

**Quick
Check**

Can students read accurately with good prosody?

During **Small Group Instruction**

If No → **Approaching Level** Fluency, p. 175N

If Yes → **On Level** Options, pp. 175Q–175R

Beyond Level Options, pp. 175S–175T

Comprehension

MAINTAIN SKILL SETTING

EXPLAIN/MODEL

- The **setting** of a story is when and where the story takes place. Stories may take place during any historical period of time or any time of day or year. The place and situation can also be important.
- The setting can have an important effect on the characters' actions and the plot of the story.
- Authors often describe parts of a setting by appealing to a reader's senses.

Discuss the setting in *Mighty Jackie*. Ask in what year the story is set. How does that historical period affect what happens?



PRACTICE/APPLY Have partners or small literature groups continue the discussion with the following questions.

- How do the place and situation affect the actions of Jackie and the crowd?
- The stadium in *Mighty Jackie: The Strike-out Queen* is an important part of the setting. What do you think it symbolizes for Jackie?
- What imagery does the author use to make the setting seem real?

For comprehension practice use Graphic Organizers on **Teacher's Resource Book** pages 40–64.

Objective

- Analyze setting and its effects on character and plot



Skills Trace

Plot, Setting, Character

Introduce	85A–B
Practice / Apply	86–101; Leveled Practice, 23–24
Reteach / Review	107M–T; 111A–B; 112–137; 143M–T; Leveled Practice, 30–31
Assess	Weekly Tests; Unit 1, 5 Tests; Benchmark Tests A, B
Maintain	101B; 137B; 169B; 201B; 265B; 607A–B; 608–627; 631M–T; 681B



Informational Text: Social Studies

GENRE: ALMANAC

Have students read the bookmark on **Student Book** page 170. Explain that an almanac:

- is a reference book that comes out every year;
- contains information on countries, people, current events, sports, and many other topics.



Text Feature: Table

Point out the tables on page 171.

Explain that a table is an orderly arrangement of information, usually in columns and rows. Tell students to look at the title to see what the table is about. Then look at the columns and rows to see how the table is organized.

- A table lists facts and statistics that highlight important information.
- It contains up-to-date facts and figures.

Have students identify what type of information appears in the tables. Discuss why only the top 10 home run hitters are listed. *(Those are the players most noted for their talent.)*

Sports: Baseball

Baseball Greats

by Liz Ray

Babe Ruth

Babe Ruth is one of the most famous baseball players of all time. People called him “The Sultan of Swat” and “The Home Run King” because he hit a record 714 home runs in his **career**. That record has since been broken, but Babe Ruth is still the only baseball player who has hit three home runs in a World Series game twice.

Babe Ruth learned to play baseball in the **orphanage** and reform school where he spent his childhood. He grew up to pitch and play outfield for the Boston Red Sox, and was an outfielder for the New York Yankees. Ruth was one of the first five players elected to the Baseball Hall of Fame.

Social Studies

Genre

Almanacs have brief information, facts, and figures about many different subjects.

Text Feature

A **Table** presents a large amount of information, such as names and numbers, in a compact way.

Content Vocabulary

career **accomplishments**
orphanage **disease**



170

Content Vocabulary

Review the spelling and meaning of each content vocabulary word listed for “Baseball Greats” on Student Book page 170: *career*, *orphanage*, *accomplishments*, and *disease*.

- A person’s **career** is his or her job or profession. What career would you like to have someday?
- An **orphanage** is a home for children who do not have parents. In what ways does an orphanage help children?
- Your **accomplishments** are things you have successfully completed. What is an accomplishment that you are proud of?
- A **disease** is a specific illness. Can you name a disease?

Facts and Statistics

Full Name: George Herman Ruth, Jr.

1

Born:	February 5, 1895, in Baltimore, Maryland			
Died:	August 16, 1948, in New York, New York			
Teams:	Baltimore Orioles 1913	Boston Red Sox 1914–1919	New York Yankees 1920–1934	Boston Braves 1935
Batted and Threw:	Left			
Games Played:	2,503			
Runs Scored:	2,174			
Runs Batted In:	2,213			
Home Runs:	714			
Batting Average:	0.342			



Elected to the Baseball Hall of Fame in 1936

The Top 10 Home Run Hitters

2



Reading a Table

Almanacs often have tables as well as charts, lists of facts, and other information.

Name	Home Runs	Rank
Hank Aaron	755	1
Babe Ruth	714	2
Barry Bonds	703	3
Willie Mays	660	4
Frank Robinson	586	5
Mark McGwire	583	6
Sammy Sosa	574	7
Harmon Killebrew	573	8
Reggie Jackson	563	9
Mike Schmidt	548	10

Current through 2004 season

171

Read

Paired Selection Student page 171

Informational Text

Read "Baseball Greats"

Access for All

As you read, remind students to apply what they have learned about reading tables. Also have them identify clues that will help them understand the vocabulary.

1 TEXT FEATURE: TABLE



How does the information presented in the first table help you learn more about Babe Ruth's baseball career? (The table lists facts and statistics about Babe Ruth's talent beyond what is provided in the text.)

2 TEXT FEATURE: TABLE

When making a table, why is it important to use the most recent information about a topic, such as Top 10 Home Run Hitters? (If a table uses out-of-date information, then readers won't have the latest, most accurate facts.)

ELL

Access for All

Read a Table Demonstrate how to read a table. Point to the title *Facts and Statistics* and to the heads underneath. Explain that this table gives information about the career of Babe Ruth. Point to each row of information. Discuss the category name and what you learn about Ruth. Ask questions about the information. Ask, *Where did Babe Ruth die? How many runs did he score?* Do a similar activity for the other tables.

Informational Text

3 CONTEXT CLUES

Look at the word *accomplishments* in the first paragraph. How does the author use the word in the sentence? What clues help you determine this? (The author uses the word to tell readers that Lou Gehrig got into the Hall of Fame by his talent and hard work in baseball. Fans’ love and Gehrig’s dedication are clues.)

4 CONTENT VOCABULARY

Review the meaning of the vocabulary word *disease*. What effect did the disease have on Gehrig? (It caused him to retire from baseball.)

Sports: Baseball

Lou Gehrig

3 Lou Gehrig’s batting **accomplishments** earned him a place in the Baseball Hall of Fame. Fans loved him because he was so dedicated.

Lou Gehrig played first base for the New York Yankees from 1923 until 1939. Gehrig set a record by playing in 2,130 straight games, even when he was sick or hurt. His record wasn’t broken until 1995. He also set records for the number of runs batted in and grand slam home runs.

4 When Gehrig quit baseball because of a rare **disease**, thousands of fans came to honor him. He thanked them, saying he was “the luckiest man on the face of the earth.”



On Level Practice Book O, page 42

A **table** presents factual information—such as names, places, and numbers—in a compact form.

Look at the table from a sports almanac. Then use the table to answer the questions that follow.

The Top Five Pitchers in Baseball History

Name	Career Length	Games Won	Games Lost
Walter Johnson	21 years	417	279
Christy Matthewson	17 years	373	188
Sandy Koufax	12 years	165	87
Lefty Grove	17 years	300	141
Cy Young	22 years	511	316

1. What does this table tell you about these pitchers? **It tells you how long their careers were and how many games they won and lost.**
2. Which of the pitchers had the shortest career? **Sandy Koufax**
3. Which pitcher won the most games? **Cy Young**
4. Which pitcher lost the fewest number of games? **Sandy Koufax**
5. Which pitchers had careers that lasted the same number of years? **Christy Matthewson and Lefty Grove**
6. Who scored highest in all three categories? **Cy Young**



Facts and Statistics

Full Name: Henry Louis Gehrig

Born: June 19, 1903, in New York, New York

Died: June 2, 1941, in Riverdale, New York

Team: New York Yankees, 1923–1939

Batted and Threw: Left

Games Played: 2,164

Runs Scored: 1,888

Runs Batted In: 1,995

Batting Average: 0.340

Elected to the Baseball Hall of Fame in 1939



Connect and Compare

1. Look at the table of Top 10 Home Run Hitters from the almanac. Which baseball player hit more home runs than Babe Ruth? How many home runs did he hit? **Reading a Table**
2. What are some words you would use to describe Lou Gehrig? Explain your answer. **Evaluate**
3. How was Jackie Mitchell from *Mighty Jackie* like Babe Ruth and Lou Gehrig? How was she different from them? **Reading/Writing Across Texts**



Social Studies Activity

Research another baseball player. Write a short paragraph about his or her life, and create a list or table of facts and statistics.



Find more baseball facts at www.macmillanmh.com

173

Research and Inquiry

Famous Athletes

Tell students that there are many famous sports players and athletes. Have students brainstorm different sports and the names of famous athletes. Suggest these sports: basketball, football, tennis, figure skating, gymnastics, diving, and running.

Have partners research an athlete using almanacs, books, encyclopedias, magazines, and the Internet.

Tell students that they will use their research to create a poster about the athlete. The poster should highlight the athlete through pictures, illustrations, time lines, charts, and written descriptions. Students should present their posters to the class. Remind students to use **Discussion and Conversation Guidelines** on page 148l.

Read

Paired Selection Student page 173

Informational Text

Connect and Compare



SUGGESTED ANSWERS

1. Hank Aaron hit 755 home runs. **READING A TABLE**
2. Lou Gehrig was dedicated, committed, serious, and talented. He played in more than two thousand games straight—even if he was sick or hurt. He took his career seriously. **EVALUATE**
3. **FOCUS QUESTION** She was like them because she accomplished things in baseball that no one else had. She was unlike them because she was a woman and part of a smaller team. **READING/WRITING ACROSS TEXTS**



Social Studies Activity

Call on a volunteer to read his or her paragraph about another baseball player, and show the table with facts and statistics. Ask the student to tell about the resources used.



Technology

Internet Research and Inquiry Activity

Students can find more facts about baseball at www.macmillanmh.com

Connect Language Arts

WRITING

- Persuasive Writing
- **Writer's Craft:** A Good Topic

WORD STUDY

- Words in Context
- Context Clues
- **Phonics:** Words with *ch* and *tch*
- Vocabulary Building

SPELLING

- Words with *ch* and *tch*

GRAMMAR

- Common and Proper Nouns

SMALL GROUP OPTIONS

- Differentiated Instruction, pp. 175M–175V

Writing

A Good Topic

READ THE STUDENT MODEL

Read the bookmark about a good topic. Explain that a topic is what a piece of writing is about. A good topic will be interesting. It will also be specific, or narrow, enough to cover completely.

Have students turn to the third paragraph on page 157. Point out the topic and tell why it is a good one.

Have the class read David P.'s **persuasive letter** and the callouts. Tell students that they will write a letter persuading a friend to join them in an activity. They will also learn how to narrow their topic so that it can be covered completely in the letter.



I narrowed my topic to persuade my friend to come with me to baseball camp.

I gave good reasons to support my topic.

Write a Persuasive Letter

by David P.

701 S. Washington Street
Beeville, TX 78102
May 28, 2008

Dear Jorge,

I really hope you will come to baseball camp. It's going to be at Wilson Field in June. Professional ballplayers will teach us how to play every position, and we can improve our batting averages. You can work on pitching. So let's go! Call me!!!

Your pal,
David



174

Features of a Persuasive Letter

In a persuasive letter the writer suggests an idea and then gives reasons why the reader should agree with that idea.

- It invites someone to do something or go somewhere. It may try to convince them to think a certain way.
- It persuades the reader by using convincing language.
- It arranges persuasive reasons in a logical order.
- It is written in the first person.
- It uses such conventions as correct punctuation in the address, date, greeting, and closing.

Your Turn

Write a letter to convince a friend or family member to do something. Narrow the focus of your topic. Be sure to include good reasons. Use the Writer's Checklist to check your writing.

Writer's Checklist

- ☒ **Ideas and Content:** Did I narrow the focus of my **topic**? Did I present good reasons?
- ☒ **Organization:** Did I save my strongest reason for last?
- ☒ **Voice:** Does it sound as if I really care?
- ☒ **Word Choice:** Did I use strong words that will help convince my reader to do something?
- ☒ **Sentence Fluency:** Did my writing sound smooth when I read it out loud?
- ☒ **Conventions:** Did I capitalize proper nouns? Did I check my spelling?

175

Writing Student pages 174–175

PREWRITE

Read and discuss the writing prompt on page 174. Explain that a persuasive letter can invite someone to do something. Have students discuss activities they enjoy and choose the one they feel most strongly about. The friend they write to is their audience.

Display **Transparency 21**. Discuss how David P. wrote a specific topic in the top box. Then he wrote persuasive reasons below it. Have students use a **Persuasive Organizer** to plan their letters.

Before students begin planning, present the lesson on **A Good Topic** on page 175A. Remind them to make their topic specific.

DRAFT

Present the **Voice** mini lesson on page 175B. Display **Transparency 22**. Discuss how David P. used reasons to persuade his friend to accept his invitation to baseball camp. Talk about how to improve the draft, such as by deleting the general sentences about baseball.

REVISE

Display **Transparency 23**. Discuss the revisions. Point out that David P. narrowed the topic and added more persuasive sentences.

As students revise, have pairs use the Writer's Checklist on page 175. Before they begin, share the mini lesson on **Punctuation in a Letter** on page 175B. Ask students to **proofread** their writing. For **Publishing Options**, see page 175A.

For lessons on **Punctuation**, **Common and Proper Nouns**, and **Spelling**, see page 175B and **5 Day Spelling** and **Grammar** on pages 175G–175J.



Transparency 21: **Persuasive Organizer**

Transparency 22: **Draft**

Transparency 23: **Revision**



Transparency 21

Persuasive Organizer

Purpose/Topic:
To invite Jorge to come to baseball camp
Reason 1:
Professional ballplayers will teach us.
Reason 2:
We can improve our batting averages.

A Good Topic

Publishing Options

Review the Speaking and Listening tips below and offer students the option to read their letters aloud. They can also use their best cursive to write their letters or type them carefully on a computer. Remind students to sign their letters. (See **Teacher's Resource Book** pages 168–173 for cursive models and practice.) If students mail their letters, be sure they include appropriate return and recipient addresses.

Speaking and Listening

SPEAKING STRATEGIES

- Practice your presentation in front of a mirror.
- Speak naturally and use gestures to emphasize points.
- Look up often and make eye contact. Adjust your pacing and content to suit your audience.

LISTENING STRATEGIES

- Look at the speaker.
- Listen for convincing reasons.
- Do not let yourself get distracted.

4- and 6-Point Scoring Rubrics

Use the rubrics on pages **275G–275H** to score published writing.

Writing Process

For a complete lesson, see Unit Writing on pages 275A–275H.

EXPLAIN/MODEL

Tell students that when they choose a topic for a short letter or paragraph, the topic should be specific enough to write about completely. A topic should not be too broad or general. Then display **Transparency 24**.

Think Aloud I need to look at each topic choice and think about whether I can write about it completely in one letter or paragraph. The topics of zoos and the city zoo would have too much information to write about either of them. They are too broad. But I could write about the snake show at the zoo in one paragraph. That topic is just right.

Transparency 24

Writing Transparency 24

A Good Topic

too broad:	zoos
too broad:	the city zoo
just right:	the snake show at the zoo
_____	how I starred in the big show at camp last summer
_____	summer camp
_____	what kids do at my summer camp
_____	the mall near my house
_____	the game store at the mall near my house
_____	malls

(first set: sentence 1: just right; sentences 2 and 3: too broad;
second set: sentence 2: just right; sentences 1 and 3: too broad)

Writing Transparency 24

PRACTICE/APPLY

Work with students to follow your model to evaluate the topic suggestions in each set of topics. Ask volunteers to explain why each topic they choose would work well. Then have students identify topics from other letters or e-mails they have read and tell if they are good topics.

As students write their letters, encourage them to choose a topic they can write about in one paragraph. Have them narrow their topic to a very specific activity they want a friend to share.

Writer's Toolbox

Writing Trait: Voice

Explain/Model In a persuasive letter, the writer's voice should show that he or she cares about the topic. Have students reread David P's letter on page 174, pausing at the fourth sentence. This reason shows that David was thinking about Jorge when he wrote the letter. Explain that David also used such expressions as *really hope* and *let's go* to show that he is excited about baseball camp.

Practice/Apply As students draft their letters, encourage them to use language that shows their feelings. Remind them to choose reasons that will help convince their audience, the friend to whom they are writing.

Common and Proper Nouns

Explain/Model Common nouns name any person, place, thing, or idea. Proper nouns name a specific person, place, thing, or idea. Have students find *camp* and *Wilson Field* in the letter on page 174. Tell them that *camp* is a common noun and *Wilson Field* is a proper noun. Point out that *Wilson Field* begins with capital letters.

Practice/Apply Have students identify other common and proper nouns in David P's letter. Remind them to use common and proper nouns correctly in their letters. For a complete lesson on common and proper nouns, see pages 175I–175J.

Mechanics Proper nouns start with a **capital letter**, even in the middle of a sentence. Common nouns do not, unless they start a sentence.

Punctuation in a Letter

Explain/Model Writers should follow special punctuation rules when they write letters. Have students look at David's letter on page 174. Point out and explain commas in the date and address, as well as in the greeting and closing.

Practice/Apply Ask students to write their own addresses and the date, using correct punctuation. Then tell students to use commas correctly to punctuate their letters as they draft.

Spelling Words with *ch* and *tch*

Point out the word *teach* in the third sentence of David P's letter on page 174. The /ch/ sound is spelled with the letters *ch*. The /ch/ sound can also be spelled with the letters *tch*, as in *pitching*. Remind students to pay attention when they spell words with the /ch/ sound. They can use a print or online dictionary to check spelling in their drafts. For a complete lesson on words with *ch* and *tch*, see pages 175G–176H.

Technology

The formatting tool lets students choose distinctive fonts for their letters.

Objectives

- Apply knowledge of word meanings and context clues
- Use description context clues to find the meaning of an unfamiliar word

Materials

- Vocabulary Transparencies 11 and 12
- Leveled Practice Books, p. 43

**Vocabulary**

legendary (p. 153)
relating to a legend or famous tale

insult (p. 157) something said that hurts someone's feelings

muttered (p. 158) spoke in a low, unclear way

gaped (p. 161) stared with mouth open

flinched (p. 161) drew back from something painful, dangerous, or unpleasant

snickering (p. 161)
laughing in a disrespectful way

fluke (p. 162) an accidental stroke or turn, especially of good luck

ELL**Access for All****Practice Vocabulary**

Write the word *legendary* on the board and underline *legend*. Have students discuss legends they know. Relate the word to the Spanish word *leyenda*.

Review Vocabulary

**Words in Context**

EXPLAIN/MODEL Review the meaning of the vocabulary words. Display **Transparency 11**. Model how to use word meanings and context clues to fill in the missing word in the first sentence.

Think Aloud In the first sentence, I read that a museum contains souvenirs from baseball heroes. A hero might be called *legendary*. I think that the missing word is *legendary*. When I try *legendary* in the sentence, it makes sense.

**Transparency 11**

fluke flinched gaped insult legendary muttered snickering

1. We went to a museum full of baseball facts and souvenirs from some of baseball's most **legendary** heroes.
2. Crowds **gaped** in wonder at the most famous baseball of all time.
3. It was no **fluke** that the ball was hit for a home run over five hundred times.
4. Suddenly, a confused lady asked how many baskets Babe Ruth scored! We could hear people **snickering** at her blunder.
5. Our tour guide **flinched** at her question, but answered politely that there were no baskets scored in baseball.
6. She apologized and said she did not mean it as an **insult** to the Babe.
7. As she walked away, she **muttered** something under her breath about being late for breakfast. We laughed because it was two in the afternoon!

Vocabulary Transparency 11

Access for All

PRACTICE/APPLY Help students complete item 2. Then have students use context clues to write missing words for items 3–7 on a separate sheet of paper. When they finish, students can exchange papers, check answers, and explain the context clues they used to figure out the missing words.



Ask and Answer Questions Student pairs generate and then answer questions related to vocabulary words. For *legendary*, they might ask: *Who are three people you consider legendary?* For *muttered*, they might ask their partner to act out a situation where they muttered something. Have students answer the question by using the word in a complete sentence, or if applicable, by acting it out.



STRATEGY

CONTEXT CLUES: DESCRIPTIONS

EXPLAIN/MODEL

Explain that writers often include descriptions that provide readers with context clues. Read the first group of sentences on **Transparency 12** and then model how to figure out the meaning of the underlined word *calloused*. Have students do items 2 and 3 on their own.



Transparency 12

Description Clues

1. Jackie stayed out late practicing her pitching. Night after night, she pitched until her body ached. Her fingers were calloused and sore. She refused to give up, even when she could no longer see where she was throwing.
2. The fans were jeering at the player as he dropped the ball. They booed and yelled insults about his poor performance.
3. My mom's brownie recipe called for only a scant amount of cream. Since it was lowfat, any ingredient that had a high fat content was added in very small quantities.

Vocabulary Strategy Transparency 12



PRACTICE/APPLY

Write the following on the board: Giorgio got a very good grade on the test, but we all knew it must have been a *fluke*.

Have students decide which clue helps them understand the word *fluke*.

1. He wore a red sweater to school.
2. Everyone knew that Giorgio had not studied at all.
3. He didn't like to take tests.



Do students understand word meanings? Can students find and use description clues to understand unfamiliar words?

During **Small Group Instruction**

If No → **Approaching Level** Vocabulary, pp. 175N–175O

If Yes → **On Level** Options, pp. 175Q–175R

Beyond Level Options, pp. 175S–175T

ELL

Access for All

Find Context Clues Tell students that using context clues can be helpful when they are reading on their own. Model how to use context clues to help them to understand a word's meaning. Have students work in small groups and share their thinking as they figure out the meanings of unfamiliar words.

On Level Practice Book O, page 43

When you come to a word you do not know in a passage, read the entire sentence. Other words in the sentence may give clues to the meaning of the unfamiliar word.

Circle the clue words in each sentence that help you figure out the meaning of the word in dark type.

1. The crowd was **stupefied** by how amazingly bad the team played.
2. The children were afraid of the **cantankerous** old man because he was angry and always yelled at them.
3. The whole-grain cereal was full of **nutrients** that keep athletes healthy.
4. Aldo hit the ball so hard that no one even saw the ball fly **swiftly** through the air.
5. The new stadium was so **colossal** that you could fit 80,000 people into it and still have tickets left over.

Write your own definitions for three of the words above. First write the word, then write what it means. **Possible responses provided.**

6. **swiftly**: to move quickly
7. **stupefied**: very surprised or amazed
8. **colossal**: extremely large



Approaching Practice Book A, page 43



Beyond Practice Book B, page 43

Objective

- Decode the digraphs *ch* and *tch* in the beginning, middle, and end positions of words

Materials

- Leveled Practice Books, p. 44
- Teacher's Resource Book, p. 10

ELL**Access for All****Practice Digraphs**

Pronouncing words with digraphs *ch* and *tch* can be challenging for some students. Have students look in a mirror, or at you, to see how the mouth forms to produce the *-ch* sound. Practice with *cheese*, *couch*, *ranch*, *chimney*, *match*, and *chop*.

On Level Practice Book 0, page 44

The letters **ch** and **tch** stand for the sound you hear in the following words.
chopped marching each pitcher match

Write the correct word on the line. Then circle the letters that make the **ch** sound.

- I like to play catch.
a. coach b. catch c. cheat
- Shannon wants to teach her brother how to play baseball.
a. chat b. catcher c. teach
- The fans cheer when Tanika hits a home run.
a. cheer b. reach c. hatch
- There is stitching all around the baseball.
a. inch b. chin c. stitching
- Mario thinks there is too much talk about how he won the game.
a. change b. twitch c. much
- Write a silly sentence using words with *ch* and *tch*.

Possible response: If the teacher catches you cheating, you won't hear much cheering.



Approaching Practice Book A, page 44



Beyond Practice Book B, page 44

Phonics**Decode Words with *ch* and *tch*****Access for All**

EXPLAIN/MODEL The consonant digraphs *ch* and *tch* are used to represent the single sound /ch/. The *ch* digraph may be found at the beginning, middle, or end of a word, as in *cheese*, *rancher*, or *couch*. The digraph *tch* may appear in the middle or at the end of a word, as in *matches* or *batch*. The digraph *ch* can be silent, as in *yacht*. The digraph *ch* can also be used to represent the /k/ sound, as in *anchor*. Write *chimney*.

chimney

Think Aloud When I see that this word begins with *ch*, I know that *ch* is a digraph. It probably sounds like the *ch* in *cheese* or *chop*. Sounding out the rest of the word I get /chīm' nē/ chimney. I know that word.

PRACTICE/APPLY Write these words on the board: *cheddar*, *chore*, *church*, *much*, *which*, *watch*, *patch*, *pitcher*, *hatchet*, and *chord*. Have students underline the digraphs *ch* and *tch*. Then have them read the words aloud. Ask which word does not have the /ch/ sound.

Decode Multisyllabic Words Have students use their knowledge of phonics patterns, compound words, and word parts to decode long words. Write these words on the board: *chuckled*, *champion*, *drenched*, *orchard*, *character*, and *checkers*. Model how to decode *chuckled*, focusing on the /ch/ sound. Then work with students to decode the other words and read them aloud. For more practice, see decodable passages on **Teacher's Resource Book** page 10.



Tongue Twisters Using words with the /ch/ sound, have students write several tongue twisters, such as *Chuck the chimpanzee chose to eat cheddar cheese on the couch*. Have students exchange tongue twisters and take turns reading them aloud quickly. Suggest that students make their tongue twisters more difficult by using such words as *yacht* or *anchor*.

Quick Check**Can students decode words with *ch* and *tch*?**

During **Small Group Instruction**

If No → **Approaching Level** Phonics, p. 175M

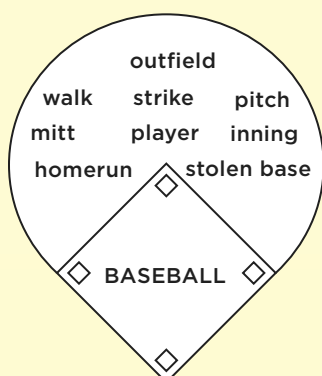
If Yes → **On Level** Options, pp. 175Q–175R

Beyond Level Options, pp. 175S–175T

Vocabulary Building

Oral Language

Expand Vocabulary Draw a baseball field on the board. On the pitcher's mound write the word **BASEBALL**. Using the selection, dictionaries, print and electronic resources, have students find and discuss words that relate to baseball. Have them fill in the outfield with related words.



Vocabulary Building

Sports Terms Have students think of three terms that relate to each of the following sports: baseball, bowling, football, tennis, and basketball. Create a chart or list. Tell students that a sports homograph is a word that has one definition in relation to the sport, yet another definition outside the sports world. For example, *basket*, *down*, *plate*, and *ace*. Have them look for words, like *strike*, that have different definitions for different sports.



Apply Vocabulary

Write a Song Have students write new versions of the old favorite "Take Me Out to the Ball Game." Students should replace *Ball Game* with places they would like to go with someone else, such as "Take Me Out to the Zoo." Then invite students to modify the song lyrics accordingly. Tell them to use at least three vocabulary words in their lyrics.



Spiral Review

Baseball Vocabulary Game On the board, draw a baseball diamond. Form two teams. *Pitch* a vocabulary word to the students on one team. For a correct definition, the team advances to first base; for a correct part of speech, the team advances to second base; for using the word correctly in a sentence, the team advances to third base; for supplying a synonym or antonym, the team advances to home plate and scores. If a team fails to score during a single at-bat, they may consult dictionaries while the other team takes a turn. Set a time limit, or continue until all players have had a chance to play. The team with the most points wins.

Technology



Vocabulary PuzzleMaker



For additional vocabulary games and spelling games go to www.macmillanmh.com

5 Day Spelling

Spelling Words

choose	chance	chef
kitchen	branch	patch
marching	hitch	snatch
touch	ketchup	arch
chatter	cheap	stretching
sketched	chopped	pitcher
chant	latch	

Review stove, goal, mows

Challenge chemical, checkers

Dictation Sentences

1. Will you choose a movie?
2. I'm making dinner in the kitchen.
3. I will be marching in the parade.
4. Don't touch the hot burner.
5. The playground chatter was loud.
6. He sketched a picture of his dog.
7. Let's chant the words together.
8. Did you get a **chance** to see Kate?
9. We sawed a branch off the tree.
10. Hitch the trailer to the car.
11. Please pass the ketchup.
12. These tickets are so cheap.
13. She chopped carrots for the salad.
14. Did you close the gate's latch?
15. The chef baked a special dessert.
16. Sew a patch over the hole.
17. Did the monkey snatch the food out of your hand?
18. The doorway is an arch shape.
19. He is stretching the pizza dough.
20. The **pitcher** threw the ball.

Review/Challenge Words

1. The pot is on the stove.
2. I scored a goal in the game.
3. He mows the lawn at dawn.
4. We used a chemical to clean the rug.
5. **Checkers** is one of my favorite games.

Words in **bold** are from the main selection.

Words with *ch* and *tch*

Day 1 Pretest

ASSESS PRIOR KNOWLEDGE

Use the Dictation Sentences. Say the underlined word, read the sentence, and repeat the word. Have students write the words on **Spelling Practice Book** page 33. For a modified list, use the first 12 Spelling Words and the 3 Review Words. For a more challenging list, use Spelling Words 3–20 and the 2 Challenge Words. Have students correct their own tests.

Have students cut apart the Spelling Word Cards BLM on **Teacher's Resource Book** page 71 and figure out a way to sort them. Have them save the cards for use throughout the week.

Use Spelling Practice Book page 34 for more practice with the *ch* and *tch* words.

For **Leveled Word Lists**, go to www.macmillanmh.com

Day 2 Word Sorts

TEACHER AND STUDENT SORTS

- Review the Spelling Words, pointing out the *ch* and *tch* spellings.
- Use the cards on the Spelling Word Cards BLM. Attach the key words chant and patch to a bulletin board. Model how to sort words by /ch/ spellings, placing cards beneath the correct key words. Have students take turns choosing cards, sorting them, and explaining how they sorted them.
- When students have finished the sort, discuss any oddballs that have unexpected pronunciations (*chef*). Then invite students to do an open sort in which they sort all the Spelling Words any way they wish, for example, by vowel sounds, or by position of *ch* and *tch* in the word. Discuss students' various methods of sorting.

Spelling Practice Book, page 33

Fold back the paper along the dotted line. Write the words in the blanks as they are read aloud. When you finish the test, unfold the paper. Use the list at the right to correct any spelling mistakes.



- | | |
|-----------|----------------|
| 1. _____ | 1. choose |
| 2. _____ | 2. kitchen |
| 3. _____ | 3. marching |
| 4. _____ | 4. touch |
| 5. _____ | 5. chatter |
| 6. _____ | 6. sketched |
| 7. _____ | 7. chant |
| 8. _____ | 8. chance |
| 9. _____ | 9. branch |
| 10. _____ | 10. hitch |
| 11. _____ | 11. ketchup |
| 12. _____ | 12. cheap |
| 13. _____ | 13. chopped |
| 14. _____ | 14. latch |
| 15. _____ | 15. chef |
| 16. _____ | 16. patch |
| 17. _____ | 17. snatch |
| 18. _____ | 18. arch |
| 19. _____ | 19. stretching |
| 20. _____ | 20. pitcher |
| 21. _____ | 21. stove |
| 22. _____ | 22. goal |
| 23. _____ | 23. mows |
| 24. _____ | 24. chemical |
| 25. _____ | 25. checkers |

Review Words

Challenge Words

Spelling Practice Book, page 35

chopped	latch	marching	chatter	pitcher
kitchen	hitch	choose	snatch	branch
cheap	arch	chef	sketched	chance
patch	ketchup	chant	stretching	touch

Write the spelling words with these spelling patterns.

words with *ch*

1. cheap
2. choose
3. chopped
4. arch
5. marching
6. chef
7. chant
8. chatter
9. branch
10. chance
11. touch

words with *tch*

12. kitchen
13. patch
14. latch
15. hitch
16. ketchup
17. snatch
18. sketched
19. stretching
20. pitcher

Day 3 Word Meanings

CATEGORIES

Read each group of words below. Ask students to copy the words into their word study notebooks, and think of how the two words in each exercise are related. Students then complete the group by adding a spelling word that is related to the two other words.

1. bedroom, living room, _____
(kitchen)
2. mustard, mayonnaise, _____
(ketchup)
3. leaf, trunk, _____ (branch)
4. catcher, outfielder, _____
(pitcher)

Challenge students to come up with other word groups to which they can add Spelling Words, Review Words, or Challenge Words.

Day 4 Review and Proofread

SPIRAL REVIEW

Review the long o pattern. Write *stove*, *goal*, and *mows* on the board. Have students identify the letters that spell long o and suggest other words that have each spelling.

PROOFREAD AND WRITE

Write these sentences on the board. Have students proofread, circle each misspelled word, and write the word correctly.

1. The shef worked in the kichen.
(chef, kitchen)
2. She skeched a picture of the brantch. (sketched, branch)
3. Our school's martching band streched before the game.
(marching, stretched)
4. Who put kechip on my choped vegetables? (ketchup, chopped)

Day 5 Assess and Reteach

POSTTEST

Use the Dictation Sentences on page 175G for the Posttest.

If students have difficulty with any words in the lesson, have them place the words on a list called *Spelling Words I Want to Remember* in a word study notebook.

Challenge student partners to look for words that have the same *ch* and *tch* spellings they studied this week.

Spelling Practice Book, page 36

chopped	latch	marching	chatter	pitcher
kitchen	hitch	choose	snatch	branch
cheap	arch	chef	sketched	chance
patch	ketchup	chant	stretching	touch

Complete each sentence below with a spelling word.

1. The team won the game without a hitch.
2. The team was stretching before the game started.
3. The ball flew through the air in a high arch.
4. There was a lot of chatter in the stadium in between innings.
5. Did you get a chance to call your brother yet?
6. The cheering squad taught the school a chant to repeat at the pep rally.
7. My dad sketched a picture of the new ballpark.
8. The third baseman leaned in to snatch the ball from the grass.
9. Did you hear the marching band play after the game?
10. Check the latch to make sure the window is locked.
11. The patch of grass was brown and dry.
12. Did you choose which baseball cards you want to keep?

Part of the Group

Add the spelling word that belongs in each group.

13. bedroom, dining room, kitchen
14. sliced, diced, chopped
15. mustard, mayonnaise, ketchup
16. baseball, catcher, pitcher

Spelling Practice Book, page 37

There are six spelling mistakes in the letter below. Circle the misspelled words. Write the words correctly on the lines below.

Dear Jonella,

Thanks for your letter. I wish I could have seen the baseball game with you. It sounds like that Mario is quite a pitcher.

I went to a baseball game last weekend with my school's martching band. Our seats were up in the upper balcony. They were very far from the field. Mr. Ines called them the "cheep seats." It was loud up there, but it was fun to hear all of the fans chante for their favorite players.

In between innings, we bought some hot dogs. I like mine loaded with onions and ketcup. In the end, our team didn't win. It was still really fun, but I admit that I would chuse to watch a basketball game any day. That's still my favorite sport!

Your friend,
Jim

1. pitcher
2. marching
3. cheap
4. chant
5. ketchup
6. choose

Writing Activity

Suppose you just went to a sporting event. Write a letter to a friend describing the day. Use four spelling words in your writing.

Spelling Practice Book, page 38

Look at the words in each set below. One word in each set is spelled correctly. Use a pencil to fill in the circle next to the correct word. Before you begin, look at the sample set of words. Sample A has been done for you. Do Sample B by yourself. When you are sure you know what to do, you may go on with the rest of the page.

Sample A:

- ☐ much
☒ muche
☐ mutch
☐ mutche

Sample B:

- ☐ hach
☐ hache
☐ hatch
☐ hatche

- | | | | |
|---|---|---|---|
| 1. <input type="radio"/> chopped
<input type="radio"/> chopt
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<input type="radio"/> shopt | 6. <input type="radio"/> hitch
<input type="radio"/> hitsch
<input type="radio"/> hich
<input type="radio"/> hiche | 11. <input type="radio"/> shef
<input type="radio"/> sheff
<input type="radio"/> cheff
<input type="radio"/> cheff | 16. <input type="radio"/> stretching
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| 2. <input type="radio"/> kitchen
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<input type="radio"/> tchant | 17. <input type="radio"/> pitcher
<input type="radio"/> picher
<input type="radio"/> pilscher
<input type="radio"/> picur |
| 3. <input type="radio"/> cheep
<input type="radio"/> tcheep
<input type="radio"/> chepe
<input type="radio"/> cheap | 8. <input type="radio"/> ketchup
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| 4. <input type="radio"/> pach
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<input type="radio"/> martching
<input type="radio"/> marching
<input type="radio"/> marcheing | 14. <input type="radio"/> snach
<input type="radio"/> snatch
<input type="radio"/> snatsch
<input type="radio"/> snash | 19. <input type="radio"/> chanse
<input type="radio"/> chans
<input type="radio"/> shanse
<input type="radio"/> chance |
| 5. <input type="radio"/> latsch
<input type="radio"/> lach
<input type="radio"/> latch
<input type="radio"/> lache | 10. <input type="radio"/> choose
<input type="radio"/> chuse
<input type="radio"/> chooze
<input type="radio"/> chuze | 15. <input type="radio"/> sketched
<input type="radio"/> schetched
<input type="radio"/> sketcht
<input type="radio"/> skeched | 20. <input type="radio"/> tuch
<input type="radio"/> touch
<input type="radio"/> tutch
<input type="radio"/> tutch |

Daily Language Activities

Use these activities to introduce each day's lesson. Write the day's activity on the board or use **Transparency 6**.

DAY 1

When I got to school this morning I was really tired. Last night a noise woke me up, after I had gone to sleep. (1: morning;; 2: up after)

DAY 2

A girl named Lily sat in the bleachers next to me, do you know her. She is tall, but she is not taller than Jack. (1: me. Do; 2: her?; 3: Jack.)

DAY 3

A Boy named Roger is the best batter at school. His Sister is almost as good. (1: boy; 2: Roger; 3: sister)

DAY 4

The new Coach is Ms. Dowell. Have you herd of her. she has been hear since thursday. (1: coach; 2: heard; 3: her? She; 4: here; 5: Thursday.)

DAY 5

Next week is thanksgiving don't you love the Holidays. When we have four days off we can play so mutch baseball. (1:Thanksgiving. Don't; 3: holidays?; 4: off;; 5: much)

ELL

Access for All

Classify Information

Make three columns on the board and label them People, Places, and Things. Have students brainstorm examples of nouns for each column. Discuss the differences between common and proper nouns.

Common and Proper Nouns

Day 1 Introduce the Concept

INTRODUCE COMMON AND PROPER NOUNS



Present the following:

- A **noun** is a word that names a person, a place, or a thing.
- A **common noun** names any person, place, or thing: *sister, museum, house.*
- A **proper noun** is the name or title of a specific person, place, or thing: *Aunt Ida, House of Representatives.*
- Proper nouns always begin with capital letters. If a proper noun has more than one word, each important word begins with a capital letter.



See Grammar Transparency 26 for modeling and guided practice.

Grammar Practice Book, page 33

- A **noun** names a person, place, or thing.
- A **common noun** names any person, place, or thing.
Examples: teacher city dog
- A **common noun** does not begin with a capital letter.
- A **common noun** does *not* name a particular person, place, or thing. These words are not common nouns: Mr. Smith, Chicago, Spot.

Underline the common nouns in each sentence.

1. Baseball is my favorite sport.
2. The pitcher is named Jackie.
3. My father says the New York Yankees are a great team.
4. Listen to the noise of the crowd sitting in the bleachers.
5. Alissa said the umpire was wrong.
6. Alex and Daniel play baseball in the backyard.
7. My sister uses a wooden bat.
8. Don't throw the ball in the house!
9. The batter has two strikes.
10. John lost his mitt.
11. Your foot has to touch the base.
12. Let's keep track of the game.
13. That ball is a foul.
14. Did you bring your cleats?

Day 2 Teach the Concept

REVIEW COMMON AND PROPER NOUNS

Discuss with students how to recognize common and proper nouns.

INTRODUCE NOUNS THAT NAME PEOPLE, PLACES, DAYS, AND MONTHS

- Common nouns can name people: *girl, man, and doctor.* Proper nouns can name people: *Mary, Mr. Boyd, and Dr. Steel.*
- Common nouns can name places: *state, city, and park.* Proper nouns can name places: *Florida, Dallas, and Central Park.*
- Words such as *day, month, and holiday* are common nouns. Words such as *Monday, June, and Labor Day* are proper nouns.



See Grammar Transparency 27 for modeling and guided practice.

Grammar Practice Book, page 34

- A **proper noun** names a particular person, place, or thing.
Examples: Ms. Brown San Francisco Atlantic Ocean.
- A **proper noun** begins with a capital letter.
- Some proper nouns contain more than one word. Each important word begins with a capital letter.
Examples: Statue of Liberty Boston Red Sox
- The name of a day, month, or holiday begins with a capital letter.

Read the list of nouns below. Decide whether each noun is common or proper and write it in the correct column. Capitalize the nouns in the Proper column.

independence day	summer	uniform	new york
hank aaron	stadium	ebbets field	july
home plate	jackie robinson	coach	world series
diamond	game	shortstop	ohio

COMMON

summer
uniform
stadium
home plate
coach
diamond
game
shortstop

PROPER

Independence Day
New York
Hank Aaron
Ebbets Field
July
Jackie Robinson
World Series
Ohio

Day 3 Review and Practice**REVIEW NOUNS THAT NAME**

Review how to identify common nouns and proper nouns that name people, places, days, and months.

MECHANICS AND USAGE: CAPITALIZING PROPER NOUNS

- Each word in a proper noun should be capitalized.
- Capitalize proper nouns that name specific people: *Natalie*, *Senator Lewis*, and *Ms. Garcia*.
- Capitalize proper nouns that name specific places: *California*, *Miami*, and *Central Avenue*.
- Capitalize proper nouns that name specific days and months: *Friday*, *March*, and *Halloween*.



See Grammar Transparency 28 for modeling and guided practice.

Grammar Practice Book, page 35

- Some proper nouns contain more than one word. Each important word begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.

Capitalize the proper nouns found in each sentence.

- I like to play baseball with my brother matt and his friends.
I like to play baseball with my brother Matt and his friends.
- Last saturday, we played all afternoon.
Last Saturday, we played all afternoon.
- I am also part of the dallas little league.
I am also part of the Dallas Little League.
- My cousin karen is the best pitcher I know.
My cousin Karen is the best pitcher I know.
- We play ball together when I visit her in florida.
We play ball together when I visit her in Florida.
- I haven't seen her since thanksgiving.
I haven't seen her since Thanksgiving.
- She has a baseball card with a picture of mickey mantle.
She has a baseball card with a picture of Mickey Mantle.
- My uncle went to a game at yankee stadium.
My uncle went to a game at Yankee Stadium.

Day 4 Review and Proofread**REVIEW COMMON AND PROPER NOUNS**

Ask students to explain the differences between common nouns and proper nouns.

PROOFREAD

Have students correct errors in the following sentences.

- My favorite Holiday is halloween. (1: holiday; 2: Halloween)
- My favorite baseball Player is babe Ruth. (1: player; 2: Babe)
- Does canada have baseball. (1: Canada; 2: baseball?)
- July was the Month we played the most games this Year. (1: month; 2: year.)



See Grammar Transparency 29 for modeling and guided practice.

Grammar Practice Book, page 36

- Some proper nouns contain more than one word. Each important word begins with a capital letter.
- The name of a day, month, or holiday begins with a capital letter.

Rewrite the invitation below. Fix any spelling, punctuation, and grammar mistakes. Remember to capitalize each important word in a proper noun. Use a separate page if you need more space.

westfield little league invites you to attend
our 2005 most valuable player awards ceremony
at five o'clock on sunday, january 30
westfield town hall
501 central avenue, westfield, virginia

Please contact sally and jim smith at 555-1212 if you plan to attend.
We hope you will join us!

**Westfield Little League invites you to attend
our 2005 Most Valuable Player Awards Ceremony
at five o'clock on Sunday, January 30
Westfield Town Hall
501 Central Avenue, Westfield, Virginia
Please contact Sally and Jim Smith
at 555-1212 if you plan to attend.
We hope you will join us!**

Day 5 Assess and Reteach**ASSESS**

Use the Daily Language Activity and page 37 of the **Grammar Practice Book** for assessment.

RETEACH

Write simple sentences with blanks for nouns. Have student partners take turns filling in the blanks with common or proper nouns. (*At the store I bought _____. In my closet I found _____. On television I saw _____.*) Have students identify the other nouns in the sentences and replace them with proper nouns whenever possible. Point out that different articles are sometimes needed with common nouns.

Also use page 38 of the Grammar Practice Book for reteaching.



See Grammar Transparency 30 for modeling and guided practice.

Grammar Practice Book, pages 37–38

Find the two nouns in each sentence and write them on the lines.

- Yogi Berra is a famous coach. **Yogi Berra** **coach**
- My uniform is in the dryer. **uniform** **dryer**
- The ball landed in Lake Superior. **ball** **Lake Superior**
- Dr. Zed talked to my mom. **Dr. Zed** **mom**
- This bat is made of aluminum. **bat** **aluminum**
- I pitched the ball to the batter. **ball** **batter**
- Stretch your legs while in your sweatpants. **legs** **sweatpants**
- Write down the score of the game. **score** **game**

Use the nouns in the box to complete each sentence in a way that makes sense. Don't forget to capitalize any proper nouns.

jill dog february idaho
autograph bleachers mitt

- We drove from Nebraska to **Idaho**.
- My **dog** plays catch with me.
- I asked for the pitcher's **autograph**.
- I've been practicing since **February**.
- Ask **Jill** to play with us.
- We sat in the **bleachers**.
- Where is my **mitt**?

Monitoring Progress

Administer the Test



Weekly Reading Assessment, Passage and questions, pages 69–76

ASSESSED SKILLS

- Author's Purpose
- Vocabulary Words
- Context Clues: Descriptions
- Common and Proper Nouns
- Words with /ch/ and /tch/



Assessment Tool

Administer the **Weekly Assessment** from the CD-ROM or online.



Fluency

Assess fluency for one group of students per week. Use the Oral Fluency Record Sheet to track the number of words read correctly. Fluency goal for all students: **84–104 words correct per minute (WCPM).**

Approaching Level

Weeks 1, 3, 5

On Level

Weeks 2, 4

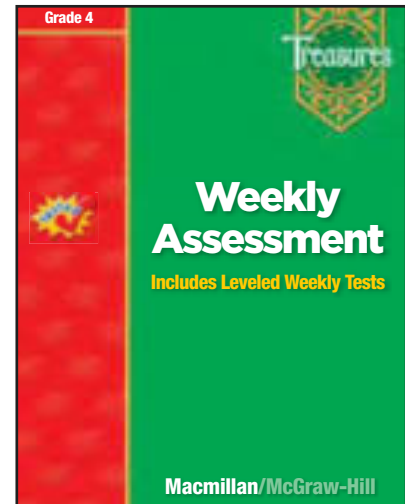
Beyond Level

Week 6

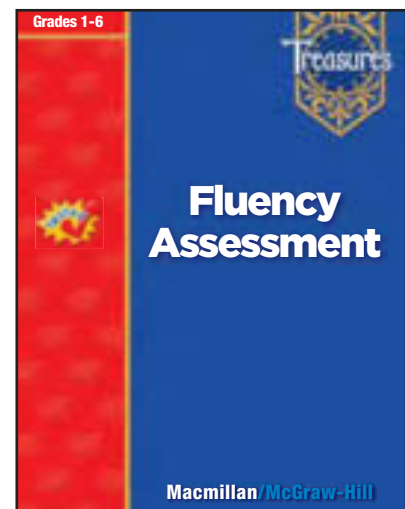


Alternative Assessments

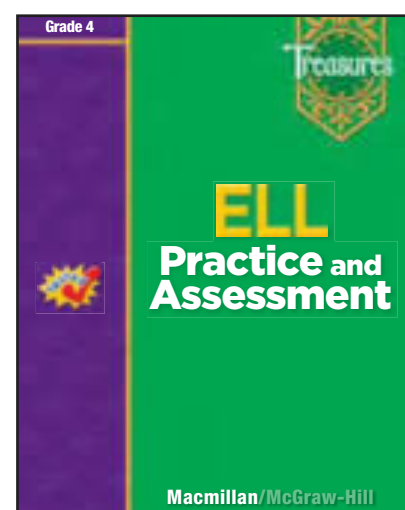
- **Leveled Weekly Assessment for Approaching Level**, pages 77–84
- **ELL Assessment**, pages 58–59



Weekly Assessment, 69–76







Fluency Assessment



ELL Practice and Assessment, 58–59



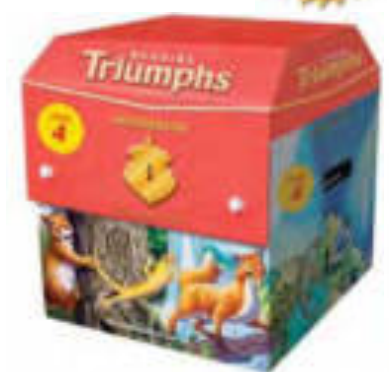
End-of-Week Assessment

Diagnose		Prescribe
VOCABULARY WORDS VOCABULARY STRATEGY Context Clues: Descriptions Items 1, 2, 3, 4	IF... 0–2 items correct . . .	THEN... Reteach skills using the Additional Lessons page T5.  Reteach skills: Go to www.macmillanmh.com  Vocabulary PuzzleMaker Evaluate for Intervention.
COMPREHENSION Skill: Author's Purpose Items 5, 6, 7, 8	0–2 items correct . . .	Reteach skills using the Additional Lessons page T1. Evaluate for Intervention.
GRAMMAR Common and Proper Nouns Items 9, 10, 11	0–1 items correct . . .	Reteach skills: Grammar Practice Book page 38.
SPELLING Words with /ch/ and /tch/ Items 12, 13, 14	0–1 items correct . . .	 Reteach skills: Go to www.macmillanmh.com
FLUENCY	79–83 WCPM 0–78 WCPM	 Fluency Solutions Evaluate for Intervention.

READING
Triumphs
AN INTERVENTION PROGRAM



To place students in the Intervention Program, use the **Diagnostic Assessment** in the Intervention Teacher's Edition.



Approaching Level Options

Small Group

Constructive Feedback

If students have trouble pronouncing words with digraphs *ch* and *tch*, have them practice saying the sounds in isolation and then in words, while looking at you to see how the mouth moves to produce the /ch/ sound. For example, write the word *much* on the board and point out the *ch*.

This word is *much*. The *ch* has the sound /ch/. Say it with me: /ch/. Let's sound out and say the word together: /much/, *much*. Repeat with the word *patch*.

Additional Resources

For each skill below, additional lessons are provided. You can use these lessons on consecutive days after teaching the lessons presented within the week.

- Author's Purpose, T1
- Context Clues: Descriptions, T5
- Text Feature: Table, T10

Decodable Text

To help students build speed and accuracy with reading multisyllabic words, use the additional decodable text on page 10 of the **Teacher's Resource Book**.

Skills Focus

Phonics

Objective

Decode words with *ch* and *tch*

Materials

- **Student Book** "Women Pick Up the Ball"
- index cards

WORDS WITH *ch* AND *tch*

Explain/Model

- Explain that *ch* is a digraph, or two or more letters that stand for one sound. When a word begins with *ch*, the digraph usually makes the /ch/ sound, as in *cheese* or *chop*. Note that *ch* can also make the /k/ sound, as in *chord*.
- Write the letters *c, h, a, i, n* on the board. Segment the sounds: /ch/ /ā/ /n/. Then blend the sounds: /chān/. Say the word with me: chain.
- Explain that the digraph *tch* makes the same sound as the digraph *ch*. The digraph *tch* may appear in the middle or at the end of the word, as in the words *patchwork* and *ditch*.
- Write *match*. Say the sounds that the letters stand for: /m/ /a/ /ch/. Then blend the sounds: /mach/. Say the word with me: match. Have each student repeat the word. Provide constructive feedback.

MULTISYLLABIC WORDS WITH *ch* AND *tch*

- Write the word *latches* on the board and have students identify the first syllable as ending with the digraph *tch*: /lach/. Have students repeat the syllable, then blend, and read the whole word several times.
- Have student pairs work together to practice decoding longer words with the digraphs *ch* and *tch*. Write the following words on the board and ask student pairs to copy them onto separate index cards. Have them say each word and circle the digraphs *ch* and *tch*. Then have them sort the words by their spelling: *ch* or *tch*.

pitcher	crunchy	chocolate	bleachers
matchbox	children	patching	unhitch
glitches	checkerboard	hopscotch	kitchen

- Check each pair or group for their progress and accuracy.

WORD HUNT: WORDS WITH *ch* AND *tch* IN CONTEXT

- Review words with the digraphs *ch* and *tch*. Have students search page 151 of "Women Pick Up the Ball" to find words with the digraphs *ch* and *tch* that have the /ch/ sound. Ask them to write the words and circle the syllable in each word that has *ch* or *tch*.
- Check to see if students have found *changed*, *watch*, *flinched*.

Skills Focus **Fluency**

- Objective** Read with increasing prosody and accuracy at a rate of 84–94 WCPM
- Materials** • Index cards • **Approaching Practice Book A**, page 41

WORD AUTOMATICITY

Have students make flashcards for the following words with *ch* and *tch*: *choose, chance, chef, kitchen, branches, match, matching, hitch, snatch, touch, ketchup, arch, chatter, cheap, stretching, sketched, chopped, pitcher, chant, latch*. Display the cards one at a time and have students say each word. Repeat twice more, displaying the words more quickly each time.

REPEATED READING

Model reading the Fluency passage on **Practice Book A** page 41. Tell students to pay close attention and listen to your pauses, stops, and intonation as you read. Then read one sentence at a time and have students read the sentences back, copying your pauses, stops, and intonation. Provide constructive feedback as necessary.

During independent reading time throughout the week, have students work with partners. One student reads aloud, and then the other repeats each paragraph. Remind students to listen for pauses, stops, and intonation.

TIMED READING

At the end of the week, have students do a final timed reading of the passage on **Practice Book A** page 41. Students should

- begin reading the passage aloud when you say “Go.”
- stop reading when you say “Stop.”

As students read, note any miscues. Stop each after one minute. Help students record and graph the number of words they read correctly.

Constructive Feedback

If students read without sufficient pauses, stops, and intonation, reread the passage to them, exaggerating the correct pauses, stops, and intonation. Then read one sentence at a time and have students echo-read the sentence, copying your pauses, stops, and intonation. Also pay attention to students’ specific miscues, which may give clues to phonics reinforcement they need.

Approaching Practice Book A, page 41

As I read, I will pay attention to pauses, stops, and intonation.

8 Wilma Rudolph calmly walked to the starting line.
17 “Wilma!” the crowd yelled. It was 1960. She was running
in the Olympics.
20 People were shouting Wilma’s name because she was
28 fast. They didn’t care that she was African American or
38 poor. Here in Rome, Italy, Wilma was just another athlete
48 — a good one.
51 Wilma Rudolph won three gold medals at the 1960
59 Summer Olympics. That was amazing. Getting there at all
68 was even more amazing. When Wilma was a child, her
78 doctors said she would never walk.
84 Wilma worked hard. If she failed at something, she
93 worked harder. 95

Comprehension Check

1. How does the author want you to feel about Wilma Rudolph? **Author’s Purpose** *The author wants you to feel inspired by Wilma and how she struggled to become a great athlete despite the many obstacles in her life.*
2. How does the setting make Wilma feel calm? **Setting** *Wilma feels calm because she is at the Olympics and the only thing that matters there is that she is a good athlete.*

	Words Read	–	Number of Errors	=	Words Correct Score
First Read	–			=	
Second Read	–			=	

Skills Focus **Vocabulary**

- Objective** Apply vocabulary word meanings
- Materials** • **Vocabulary Cards** • **Transparencies 6a and 6b**

VOCABULARY WORDS

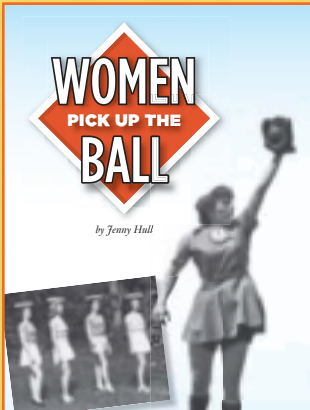
Display the **Vocabulary Cards** for this week’s words: *muttered, gaped, insult, snickering, legendary, fluke, and flinched*. Help students locate the words in “Women Pick Up the Ball” on **Transparencies 6a and 6b** and underline any context clues. Review the definitions of each word in the Glossary of the **Student Book**, and discuss the meanings. Then have students sort the words into two groups: words that can be used as verbs and other words.

Approaching Level Options

Small Group

Vocabulary

Review last week's words (**cluttered, disgusted, downstream, nuzzle, raft, scattered**) and this week's words (**flinched, fluke, gaped, insult, legendary, muttered, snickering**). Have students write a sentence for each word.



Student Book, or
Transparencies 6a and 6b

ELL

Access for All

Author's Purpose Explain that the author's purpose is why the author wrote the story or article. Ask students to name familiar stories, such as *Cinderella*. Say, *Stories are fun to read. They are entertaining. An author usually writes stories to entertain.* Display a newspaper, and ask volunteers to read the headlines. Say, *Newspaper articles and other nonfiction give facts. Facts are information. An author usually writes newspaper articles and nonfiction to inform, or give facts.*

Skills Focus

Vocabulary

Objective

Use context clues to find meanings of unfamiliar words

Materials

• Student Book *Mighty Jackie*



CONTEXT CLUES: DESCRIPTIONS

- Review description context clues. Point out the word *legendary* on page 153. Discuss how the context helps explain the word.
- Provide students with one scrambled sentence for each vocabulary word. Point to individual words as possible context clues. Have students write out the sentence in unscrambled form. For example: in hand got when her *flinched* caught door the Patty. (*Patty flinched when her hand got caught in the door.*)
- Have partners compare sentences and identify clue words.

Skills Focus

Comprehension

Objective

Identify author's purpose

Materials

• Student Book "Women Pick Up the Ball" • Transparencies 6a and 6b

STRATEGY

MAKE INFERENCES AND ANALYZE

Remind students that good readers make inferences based on their own knowledge and what the author says and hints at.



SKILL

AUTHOR'S PURPOSE

Explain/Model

Review: The author's purpose is the main reason for writing. The author's purpose can be to inform, persuade, or entertain.

Display **Transparencies 6a** and **6b**. Reread the first page. Ask a volunteer to identify some of the facts the author includes in the second paragraph.

Think Aloud This selection starts out as a fictional story about a class trip to the Baseball Hall of Fame, but then the text provides a lot of interesting information about women baseball players during World War II. The photos add real-life details, too. A story usually is written to entertain. In this case, though, I think the author's main purpose is to inform.

Practice/Apply

Reread the rest of "Women Pick Up the Ball" with students. Ask the following: What interesting facts about women's role in major league baseball does the article include? How well does the author succeed at her purpose of informing readers?



Leveled Reader Lesson

Objective Read to apply strategies and skills

Materials

- **Leveled Reader** *Wilma Rudolph*
- **Student Book** *Mighty Jackie*

PREVIEW AND PREDICT

Have students read the title and preview the first two chapters. Have students make predictions about the author's purpose. Ask them if they have any questions before reading.

VOCABULARY WORDS

Review the vocabulary words as needed. As you read together, discuss how each word is used in context.

STRATEGY

MAKE INFERENCES AND ANALYZE

Remind students that making inferences and analyzing can help them understand the author's purpose for writing.

SKILL

AUTHOR'S PURPOSE

Remind students to pay attention to facts, diagrams, and other information in the selection and think about how these help to understand the author's purpose. Read chapter 1 with students.

Think Aloud This book is a biography of a famous athlete. It presents
 : many facts, such as dates and the names of real people and places.
 : That makes me think that the author's purpose is to inform. She wants
 : readers to learn about the life of Wilma Rudolph.

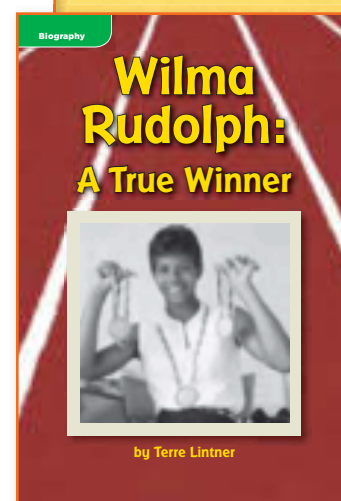
READ AND RESPOND

Finish reading *Wilma Rudolph* with students. Discuss what they learned and how this helped them understand the author's purpose. Work with students to review and revise their Author's Purpose Charts.

MAKE CONNECTIONS ACROSS TEXTS

Invite students to compare *Mighty Jackie* and *Wilma Rudolph*.

- Ask them to find one similarity and difference in the two texts.
- Have students compare and contrast each author's purpose for writing these texts.



Leveled Reader

On Level Options

Small Group

Skills Focus

Vocabulary

Objective

Apply vocabulary words and use context clues

Materials

• **Vocabulary Cards** • **Student Book** *Mighty Jackie*

VOCABULARY WORDS

Divide the group in two. Explain that the first group will choose a **Vocabulary Card** and show it only to you. Create a blank line on the board for each letter of the word, and give hints about the word as needed. Have the second group guess one letter. If it is correct, fill in the appropriate blank. Have teams switch roles for each new word.

CONTEXT CLUES: DESCRIPTION

Review how context clues can help students understand the meaning of a word. Have them find the word *snickering* in *Mighty Jackie* on page 161 and two context clues that helped them to understand the word's meaning. Repeat with other words from the selection, such as *bleachers*, (p. 158), *sandlot* (p. 157), and *blurred* (p. 157). Have them compare the meaning they predict from context with a dictionary definition.

Skills Focus

Text Feature

Objective

Use tables to find information

Materials

• Almanacs • **Student Book** "Baseball Greats"

TABLE

Discuss the use of tables in almanac entries, such as "Baseball Greats." Have students look through almanacs to point out and discuss the importance of the tables they find there.

Skills Focus

Fluency

Objective

Read fluently with appropriate prosody at a rate of 84–104 WCPM

Materials

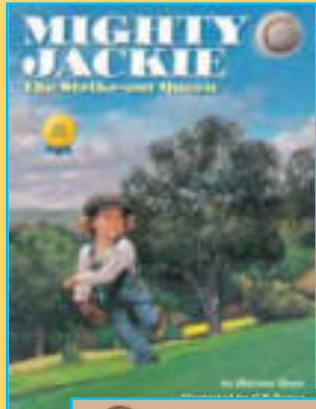
• **On Level Practice Book O**, p. 41

REPEATED READING

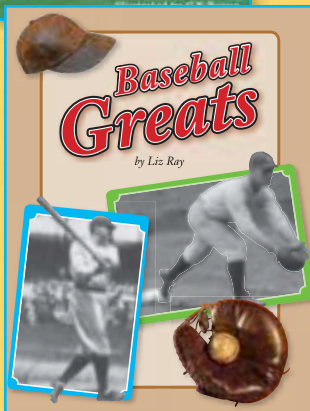
After you model reading, guide students to mark up the passage on **Practice Book O** page 41. Remind them that a single slash indicates a pause, usually between phrases. A double slash indicates a stop, usually between sentences. Partners can mark the passage together.

During independent time, partners can take turns reading the passage they have marked. When possible, provide constructive feedback.

Timed Reading At the end of the week, have students read the passage for one minute and record their reading rate.



Student Book



Student Book

On Level Practice Book O, page 41

As I read, I will pay attention to pauses, stops, and intonation.

Mildred Ella Didrikson was born on June 26, 1914, in Port Arthur, Texas. Mildred's father built a gym for his children in the backyard. The children played many sports, including baseball. Mildred was a good hitter. So the boys started calling her "Babe," after the legendary baseball player Babe Ruth. Ruth was famous for hitting home runs. It was no fluke that Babe Didrikson became a good athlete. Babe's father read newspaper articles about the 1928 Olympic Games aloud to his children. Babe was 14 years old at the time. She began to dream about competing in the Olympics someday. Babe attended high school during the late 1920s. She excelled in every sport she tried. At only 5 feet (152 cm) tall and 105 pounds (48 kg), Babe was small. But she was strong.

Comprehension Check

- Why does the author make it a point to explain Mildred Didrikson's nickname? **Author's Purpose** The author wants readers to know that Mildred Didrikson was such a good athlete that boys compared her to Babe Ruth.
- How did Babe Didrikson's homelife help her to become an athlete? **Setting** Babe Didrikson's father encouraged physical training by building a gym and reading articles about the Olympics.

	Words Read	—	Number of Errors	=	Words Correct Score
First Read		—		=	
Second Read		—		=	



Leveled Reader Lesson

Objective Read to apply strategies and skills

Materials • **Leveled Reader** *Determined to Win*

PREVIEW AND PREDICT

Have students preview *Determined to Win*. Ask students to

- write down questions they have about the text.
- predict what the author wants them to know about Babe.

VOCABULARY WORDS

As they finish reading *Determined to Win*, ask students to point out the vocabulary words as they appear. Then discuss how each word is used.

STRATEGY

MAKE INFERENCES AND ANALYZE

Remind students that good readers make inferences based on their own experience and what the author hints. Making inferences can help them understand the author's purpose.

SKILL

AUTHOR'S PURPOSE

Explain that the author's purpose is the reason an author writes. The author's purpose can be to inform, entertain, or persuade. Explain that students will create an Author's Purpose Chart as they read.

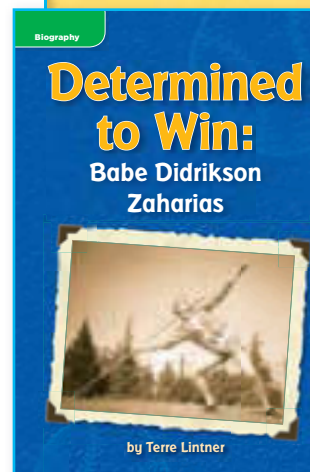
READ AND RESPOND

Read Chapter 1. Pause to discuss the details the author includes to show what Babe is good at doing. At the end of Chapter 1, fill in the Author's Purpose Chart. Have students explain how the facts and details in the text helped them understand the author's purpose. Have them finish the chart as they read on.

MAKE CONNECTIONS ACROSS TEXTS

Invite students to summarize and draw connections between *Determined to Win* and *Mighty Jackie*.

- Ask students to explain what words in the titles give readers important information about what each text is about.
- Ask students to compare the authors' purpose for writing each selection.



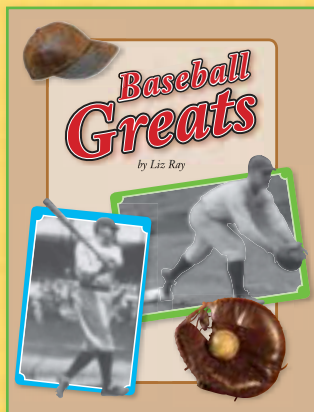
Leveled Book

ELL
Leveled Reader

Go to pages
175U–175V.

Beyond Level Options

Small Group



Student Book

Skills Focus

Vocabulary

- Objective** Apply content vocabulary words
- Materials** • **Student Book** "Baseball Greats"

EXTEND VOCABULARY

Write the content words on the board (*orphanage, career, accomplishments, and disease*). Invite students to write a question related to one of the content vocabulary words in "Baseball Greats." They can then exchange questions with a partner and answer each other's questions.

Skills Focus

Text Feature

- Objective** Use tables to find important information
- Materials** • Reference materials

TABLE

Point out that tables can help students find important information at a glance. Ask students to look at the table in "Baseball Greats." Have them discuss how the table affects their understanding of the science of baseball.

Have students do research to find information about a sport or some other subject that interests them. They may want to find statistics about a favorite sport or important events that took place in the year they were born. Ask students to make a table and present the information they found to the class.

Skills Focus

Fluency

- Objective** Read fluently with appropriate prosody at a rate of 94–104 WCPM
- Materials** • **Beyond Practice Book B**, p. 41

REPEATED READING

Remind students that a single slash indicates a pause, usually between phrases. A double slash indicates a stop, usually between sentences. Have students mark up the Fluency passage on page 41 of **Practice Book B** on their own.

During independent time, partners can take turns reading the passage they have practiced reading aloud. Remind students to wait until their partners get to the next punctuation mark before they correct a mistake.

Beyond Practice Book B, page 41

As I read, I will pay attention to pauses, stops, and intonation.

7 Jackie Robinson walked toward home plate, swinging
20 his bat. He was in a slump. He just couldn't seem to hit
32 the ball. He couldn't seem to catch it either. His team was
43 expecting more from him. So were the fans in Ebbets Field.
54 After all, he was the first African American player in the
56 major league.
66 As Jackie stepped up to the plate, he couldn't believe
76 what he heard. Insults were flying out of the Philadelphia
78 Phillies dugout.
89 He almost put down his bat and quit the game of
99 baseball forever. Then he thought of his wife Rachel sitting
111 in the stands. He thought of all the people who wanted him
113 to succeed.
122 Planting his feet firmly in the ground, Jackie waited
133 for the pitch. The ball shot toward him and, with a
144 tremendous smack, he sent it into center field. Later, in a
154 daring move, Jackie stole two bases. The fans jumped to
their feet. 156

Comprehension Check

1. What lesson do you think the author wants you to take away from this story? **Author's Purpose** The author wants you to learn how to be courageous, even in difficult times.
2. What problem does Jackie Robinson face? How does he overcome it? **Problem and Solution** He faces insults and wants to quit baseball. He overcomes it by deciding not to give up.

	Words Read	–	Number of Errors	=	Words Correct Score
First Read		–		=	
Second Read		–		=	



Leveled Reader Lesson

Objective Read to apply strategies and skills

Materials • **Leveled Reader** *Jackie Robinson*

PREVIEW AND PREDICT

Have students preview *Jackie Robinson*, predict what it is about, and set a purpose for reading.

STRATEGY

MAKE INFERENCES AND ANALYZE

Remind students to use their own experience and what the author has said to better understand the author's purpose.

SKILL

AUTHOR'S PURPOSE

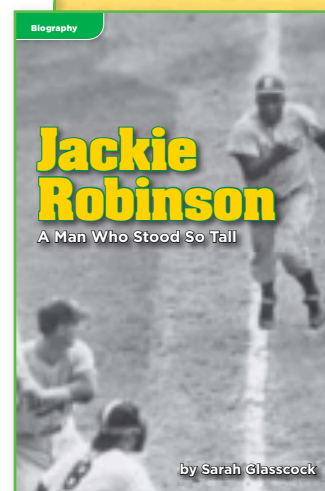
Ask a volunteer to explain what the term *author's purpose* means and why it is important to understanding a text. Explain that students will read *Jackie Robinson* together, and fill in information about the author's purpose.

READ AND RESPOND

As students read, they should identify the important information that helps them understand why the author wrote the text, and fill in their Author's Purpose Charts accordingly.

VOCABULARY WORDS

Have students define vocabulary words as they read. Ask them to identify context clues and explain how the clues hint at the vocabulary word's definition.



Leveled Reader

ELL

Access for All

Practice Vocabulary

Before students begin the Leveled Reader, provide vocabulary support by asking them to complete, create, and discuss cloze sentences using the words. Start with this example:
I would like to become so good at _____ that I become legendary. Have students use the other words in cloze sentences of their own. Review meanings as necessary.

Self-Selected Reading

Objective Read independently to analyze author's purpose

Materials • Leveled Readers or informational trade books at students' reading level

READ TO IDENTIFY AUTHOR'S PURPOSE

Invite students to choose a book for independent reading. Have students read and take notes on possible reasons why the book was written.

After reading, ask students to role-play the part of a famous writer. Have them brainstorm ideas for a good story or other form of writing, such as an essay, newspaper article, or poem. What are their favorite topics to write about? What is their purpose for writing about those topics?

English Language Learners

Small Group



Academic Language

Throughout the week, the English language learners will need help in building their understanding of the academic language used in daily instruction and assessment instruments. The following strategies will help to increase their language proficiency and comprehension of content and instructional words.

LOG ON Technology

For additional language support and oral language development, use the lesson at www.macmillanmh.com



Strategies to Reinforce Academic Language

- **Use Context** Academic Language (see chart below) should be explained in the context of the task during Whole Group. Use gestures, expressions, and visuals to support meaning.
- **Use Visuals** Use charts, transparencies, and graphic organizers to explain key labels to help students understand classroom language.
- **Model** Demonstrate the task using academic language in order for students to understand instruction.

Academic Language Used in Whole Group Instruction

Content/Theme Words	Skill/Strategy Words	Writing/Grammar Words
national pastime (p. 148)	inferences (p. 151A)	good topic (p. 174)
strike (p. 148)	analyze (p. 151A)	persuasive letter (p. 174)
career (p. 170)	entertain (p. 151A)	common noun (p. 175I)
statistics (p. 171)	humor, (p. 151A)	proper noun (p. 175I)
accomplishments (p. 172)	persuade (p. 151A)	title (p. 175I)
		capitalize (p. 175I)



ELL Leveled Reader Lesson

Before Reading

DEVELOP ORAL LANGUAGE



Build Background Display pictures of athletes and have students discuss what they know about them and the sports they play. Ask, *What do you think athletes' lives are like? How hard do you think they work?*



Review Vocabulary Before class, write definitions for each word on sentence strips. Then write the vocabulary and story support words on the board. Read each definition and have students help you pair them to the words. Model using each word in a sentence. *Serena Williams has a good career. She can play tennis very well.*

PREVIEW AND PREDICT

Point to the cover illustration and read the title aloud. Ask, *What do you notice about the photograph?* Explain that pictures that were taken long ago are usually black and white. Have students use this information and the table of contents to make predictions about what the story may be about.



Set a Purpose for Reading Show the Author's Purpose Map and remind students they have used it before. Ask them to make a similar map to write down the author's purpose as they read.

During Reading

Choose from among the differentiated strategies below to support students' reading at all stages of language acquisition.

Beginning

Shared Reading As you read, model filling the map with details that help identify the author's purpose. Ask, *What is special about Babe? Why is Babe's story important to us?*

Intermediate

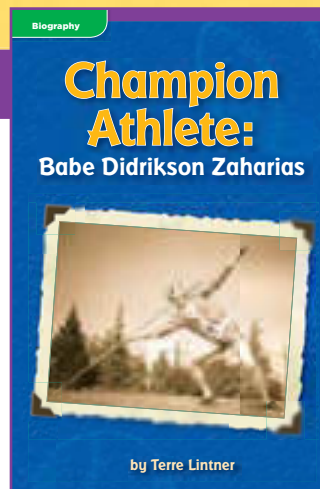
Read Together Read the first chapter. Ask, *What is special about Babe?* Pose the same question after each chapter. Record the information. Model filling in the map. *What is the author's purpose? Why is Babe's story important to us?*

Advanced

Independent Reading After reading each day, have students discuss the story with a reading partner. Ask students, *Why is Babe's story important to us?* Have them use the strategy to fill in the map.

After Reading

Remind students to use the vocabulary and story words in their whole group activities.



Objective

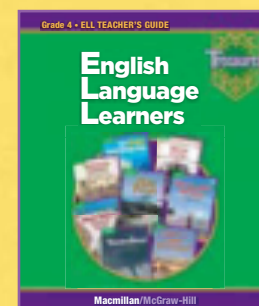
- To apply vocabulary and comprehension skills

Materials

- ELL Leveled Reader

ELL 5 Day Planner

DAY 1	<ul style="list-style-type: none"> Academic Language Oral Language and Vocabulary Review
DAY 2	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 3	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 4	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader
DAY 5	<ul style="list-style-type: none"> Academic Language ELL Leveled Reader Comprehension Check and Literacy Activities



ELL Teacher's Guide
for students who need additional instruction