Unit 1/Week 2

Title: Line Drive

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.10; RF.5.3, RF.5.4; W.5.2, W.5.4; SL.5.1, SL.5.6; L.5.1, L.5.2, L.5.4

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

If you want something bad enough, you may have to be brave enough to face adversity in order to achieve it.

Synopsis

This story is an autobiography. It takes place in the 1960’s, when girls were not allowed to play on boys’ baseball teams. The main character, Tanya, loves to play baseball and wishes she could play with the boys. Even though she would rather be on the field, she agrees to be a scorekeeper for her brothers’ baseball team. This is when she first comes in contact with one of her new neighbors, Mark. He is an excellent baseball player. He knows it, and so does everyone else. She wants Mark to know that she is a good baseball player though too. Despite the stereotypes and time period, Tanya shows bravery when she goes with her brothers to play baseball at Mark’s house one day. Mark agrees to let her play if she can hit one of his pitches. Not only does she hit one of his pitches, but she sends a line drive right into his gut. Thanks to her bravery, she had proven that she could play baseball as well as any boy.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

|  |  |
| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Using details from the story, quote accurately how Tanya describes herself. | Tanya describes herself as “a skinny, short girl with glasses”. She likes to play sports and considers herself a tomboy. |
| What does Tanya learn from her mother about participating in sports in the 1960’s? | Tanya learns from her mother’s experiences as an athlete and a coach that girls can compete with boys. |
| An unspoken rule is a rule that is generally understood by people but is not a written rule. What is the “unspoken” Little League rule and how does it affect Tanya? | The rule is “no girls on the team”. Since there are no girls’ teams, she has to sit on the sidelines “holding a pencil instead of a baseball”. |
| Why does Tanya agree to be scorekeeper even though she would rather be on the field? | She loves baseball and she wants to be a part of baseball in whatever way she can. |
| Tanya says, “To say Mark was conceited about his pitching skills is like saying Godzilla was a big lizard.” What does she mean by this? Based on this sentence and the other things Tanya tells you about the way Mark acts, what does the word conceited mean? | Tanya means that saying that Mark is conceited or arrogant is a major understatement. |
| What does Tanya think about Mark’s baseball skills? | She is impressed by his skills. She says things like, “Thing is, he *was* good. No one could pitch as fast or as straight as Mark. He was all-star material, all right.” She also says she loved to watch him pitch, he had something special, and she was “impressed with his fastball.”  Teachers should note that although Tanya is impressed with his skills, she is not impressed by the way he handles himself. |
| What reasons does Tanya give for finally asking to play baseball with her brothers and Mark? | There are no other girls in the neighborhood to play with, she loves baseball, and she wants Mark to notice her. |
| A metaphor is a phrase that describes something by comparing it to something else. What happened in the text that makes Tanya describe herself as “happier than a mouse in a corncrib”? | Her brothers finally agree to let her play baseball at Mark’s house on the condition that Mark does not get mad. |
| How does Mark react to seeing Tanya on his designated baseball area? | Mark stared at me and stopped, and then he asked, “What’s she doing here? We don’t need a scorekeeper”. Then he smirked and a smile spread over his face. |
| What deal does Mark offer Tanya? | He says she can play if she hits one of his pitches. |
| What evidence does the author provide to show that Tanya Is brave despite the fact that she specifically says she’s not? | She finally asks to play even though she knows Mark won’t want her to, she stands on Mark’s pitcher’s mound, and she agrees to the deal Mark sets forth even though she knows how good of a pitcher he is. |
| Onomatopoeia is the use of words that sound like what they mean. For example: *woof and boom*. Find examples of onomatopoeias in the text. | Possible examples are zing, snap, crack and o-o-o-o-f. |
| The author (Tanya) uses great detail to describe the moment before Mark’s second pitch. Use quotes from the text to describe the moment before Mark’s second pitch. | Tanya pounded the ground with the top of her bat and took a practice swing. She reminded herself to swing as soon as she saw Mark let go of the ball. She told herself this wasn’t about skill, but luck—whether good or bad. She watched Mark catch the ball, take his place on the plank, turn sideways, and stare at her. She saw the way his arms went down as he held it in his right hand, and then hid it in his glove on his left hand. She watched his knee slowly lift upward until it nearly touched his elbow. Then she watched him lean forward as his foot went down and his right arm arched over his head. She saw the ball barely peek out from his fist, and then watched him let it go. |
| Tanya says, “’Hey, I’m really sorry,’ I said. But I wasn’t I was exhilarated! I was victorious! And I was in big trouble.” What does she mean by this? | Tanya was sorry that she hit Mark because she wouldn’t want to hurt him or for him to be mad. But she was exhilarated and excited because she was brave and courageous and was able to prove that she can play baseball well. |
| What is the significance of Mark’s changing his smirk to go to a real smile? | Mark thinks she is good enough to play with them because she hit one of his pitches, and he tells her that she doesn’t hit like a girl. His “real smile” shows that he means these things genuinely. |

Vocabulary

|  |  |  |
| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text |  | grimy, mortified, maven  reign, brambles  sneer  designate  smirk  chiseled  exhilarated |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | conceited | patiently  impressed  emerge  victorious |

Culminating Task

* Re-Read, Think, Discuss, Write

When you face adversity, you face a troublesome or difficult situation. Write one well-developed paragraph that describes how Tanya showed bravery in order to overcome the adversity she faced and achieve her goal. Use evidence from the text in order to support our answer.

Answer: In the story “Line Drive”, Tanya had to be brave in order to overcome the adversity she faced while trying to achieve her goal of playing ball. Tanya wanted to play so bad she was willing to be the scorekeeper for the team just to be involved. One day, Tanya begged her brothers to let her tag along as they played ball at Mark’s house. Her brothers replied by saying, “All right. But if he gets mad, you have to go home. Okay?” Tanya had to decide whether she was brave enough to face Mark’s possible anger! She decided to go. When they got to Mark’s house he said “I’ll tell ya what, if she can hit one of my pitches, she can play.” Even though Tanya was not feeling brave, she knew this was her only chance of playing ball with Mark. She accepted the challenge! Because of her bravery, she achieved her goal of playing ball with the boys!!

Additional Tasks

* Compare and Contrast Tanya and Mark’s feelings when the ball hit Mark in the gut.

Answer: Though Tanya is worried that Mark will make her leave, she is also exhilarated that she has achieved her goal and gets to play with the boys. Mark is out of breath and in deep pain, and yet he now thinks Tanya is a real ballplayer.

* Complete a story map that identifies the characters, setting, conflict, and plot events that lead to the resolution.

Answer: Character: Tanya, her neighbor Mark, her mother, and her brothers, Ricky and Bobby

Setting: 1960’s, a town in which her family moves

Conflict: Tanya wants to play baseball with the boys, but she is not allowed

Plot events:

\*Tanya serves as the scorekeeper for her brothers’ Little League Team

\*One day she asks if she could play with the boys in her neighborhood

\*Mark says she can play if she can hit one of his pitches

\* Mark throws two pitches to Tanya

\*Tanya hits a hard line drive off Mark’s second pitch and hits Mark in the stomach

Resolution: Tanya exhibits bravery when she asks to play baseball with the boys. By showing she can hit Mark’s pitching, she gets to play with the boys.