Unit 1/Week 2

Title: Mighty Jackie The Strike Out Queen

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.3, RL.4.4, RL.4.7, RL.4.9; W.4.2, W.4.4, W.4.9; SL.4.2, SL.4.6; L.4.1, L.4.2, L.4.4, L.4.5

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

In the face of opposition, a person must be determined to accomplish what they believe to be their true path in life.

Synopsis

For as long as she could remember, Jackie Mitchell’s father told Jackie she could be good at whatever she wanted, as long as she worked hard at it. Jackie worked at baseball and before long she could outplay anyone in her neighborhood even the boys. On April 2, 1931, the famous New York Yankees stopped in Tennessee for an exhibition game against the unknown Chattanooga Lookout baseball team. Jackie Mitchell, a seventeen-year-old girl, made baseball history by striking out both Babe Ruth and Lou Gehrig.

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

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| **Text Dependent Questions** | **Answers** |
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| The title of this selection is Mighty Jackie The Strike-Out Queen. Explain which words from the title indicate  Jackie is a talented baseball pitcher. | The word mighty means strong and forceful. Strike-Out Queen indicates she is royally set above the rest in striking players out. |
| Reread page 60. What phrase did the author use to describe the New York Yankees and what phrase did she use to describe the Chattanooga Lookouts? Explain in your own word what each phrase means. | New York Yankees---“a legendary team” means a famous team with famous players  Chattanooga Lookouts---“a nothing team” means unknown team with unknown players |
| What made people “sit up and took notice” of a “nothing team” like the Chattanooga Outlooks? (pg. 60) | The reason people took notice was because the pitcher of the Lookouts was a girl and girls didn’t play baseball. |
| Good authors choose specific words to convey to the reader certain feelings or emotions. In the first sentence of the fifth paragraph on page 60, the author chose to use the word *sneered.* To sneer means to make fun of or ridicule someone. Reread the sentence and replace the word *sneered* with the word *wrote*. Explain why using *sneered* instead of *wrote* is a better choice. | Sneered suggests a negative emotion or feelings. The word wrote is a neutral term. No emotions or feelings attached. |
| What did the reporter mean when he wrote that Jackie would swing “a mean lipstick” instead of a bat? (Pg. 60) | He was making fun of **Jackie** because she was a **girl.** Lipstick is something girls use and, at that time, bats were something only boys used. |
| Authors sometimes interrupt the regular time order of events in a story to take the reader back in time to show how the past event affected the current situation. This is called “flashback.” Reread pages 62-63. How did the author take the reader back in time on pages 62-63? How does the illustration on page 62 help you to know the author went back in time? | The author took the reader from the present time back to when Jackie was a child playing ball. The illustration shows Jackie as a child. |
| Reread page 63. How did Jackie’s dad and Dazzy Vance affect Jackie’s desire to keep playing baseball? | Her dad told her that she could be good at anything she wanted as long as she worked hard at it. Dazzy Vance, a star pitcher from the Brooklyn Dodgers, taught Jackie how to pitch when she was 8 years old. Jackie thought if a real pitcher believed she could pitch it must be true. |
| The author writes that Jackie worked hard at baseball. Working hard at something takes determination when it is difficult to do. What evidence does the author provide to show Jackie’s determination to become a pitcher even though she is a girl? (Pg. 63) | 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. |
| What does the author mean when she says that even though Jackie could not see where she was throwing the ball “her arm knew”? | Jackie practiced so much she did not have to see where she was throwing the ball she could feel where the ball was going. It became instinctive and second nature to her. It was not something she had to think about any longer. |
| How does the author let you know the story shifts back from her childhood to the present time of the story? (Pg. 64) | The text begins with, “And now she was finally going to………” Also the illustration depicts Jackie as a young woman on the pitcher’s mound. |
| How did the “Home Run King” feel about women playing baseball? (Pg. 64) | He didn’t like the idea of a woman pitcher at all. Women were too delicate. Babe thought women would never do well in baseball because it would kill them to play ball every day. |
| Reread page 65. How was Babe Ruth feeling when he walked up to the plate to bat? How does the author let you know? Cite evidence from the text. | He tipped his hat at Jackie. He wasn’t going easy on her. He was sure he would hit the ball out of the ballpark. |
| Sometimes authors use words that imitate the sound the word describes. Example: The word *buzz* imitates the sounds of bees. The word *sizzle* imitates the sound of bacon frying. When a word imitates the sound it is describing, this is called onomatopoeia. Give an example of onomatopoeia from page 66. Explain why this is an example. | The word *thwunk* is onomatopoeia because it sounds like the ball hitting the leather of the catcher’s mitt. |
| Gaped means to stare at something or someone with wide eyes and your mouth open in surprise. What made Babe Ruth gape in surprise? (Pg. 66) | Babe Ruth received “strike one” because Jackie threw the ball where he was not expecting it. He was shocked that he didn’t hit the ball. He was expecting to slam the ball out of the park. |
| The phrase *hooting* and *jeering* means to boo and yell insults at someone. In paragraph 8 on page 66, the author wrote, “Now the crowd was hooting and jeering.” Who was the crowd hooting and jeering? Explain your answer citing evidence from the text. | The crowd was hooting and jeering Jackie because she threw two balls after the first strike. Babe and the crowd were snickering because they thought the first strike was probably just a mistake. Note: Refer back to page paragraph 2 page 64. |
| On page 66-67, notice the way “Strrrrike One!” and “Strrrrike Two!” are in bold print. It is capitalized and has an exclamation mark following the phrase. The letter *r* in strike is repeated several times. The author did this to show how the umpire exaggerated the *r* sound and spoke loudly when he said the word. Turn to your shoulder partner and take turns saying the phrases “Strrrike One!” and “Strrrike Two!” as the umpire might have said them. |  |
| Reread page 67. Compare the way Babe Ruth is feeling to the way Jackie is feeling after pitching her second strike to the Babe | Babe Ruth is angry because he is being struck out by a girl! Jackie is neither angry nor afraid. She is feeling confident about her pitching ability. |
| Reread page 68. Using context clues define the word *fluke.* What is the author referring to when he uses the word *fluke*? | A *fluke* is a mistake. It was a fluke or mistake Jackie struck out the famous Babe Ruth. |
| How did Jackie prove to everyone that striking out Babe Ruth was not a fluke? Page 69 | Next, Jackie repeated what she did with the Babe by striking out the famous Lou Gehrig. |
| How does the author show that the crowd’s feelings for Jackie changed by the end of the ball game? (Pg. 70) | Instead of hooting and jeering the crowd was clapping and cheering like crazy. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  **BIG IDEAS OF TEXT**  Words addressed with a question or task | **WORDS WORTH KNOWING**  Words to be part of systematic vocabulary instruction, not essential for understanding the big ideas of the text |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text | Sneer, pg. 60  Determined, gape, hoot, jeer, pg. 66 | Exhibition, legendary, pg. 60  Sandlot, callus pg. 63  Bleachers, mound, mutter, delicate, pg. 64  Flinch, snicker, heft, pg. 66  Glare, stun, pg. 68 |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Fluke, pg. 68 | Insult, pg. 61  Ache, pg. 63 |

Culminating Task

* Use evidence from the text and class discussion to write a paragraph describing the obstacles Jackie overcame and how she made baseball history. Include at least 3 specific details from the text in your explanation.

Answer:

For as long as she could remember, Jackie Mitchell dreamed of becoming a professional baseball player. During this time in history, baseball was a man’s game. Women were told that playing baseball was unladylike. Jackie was constantly reminded by all the kids at school and all the boys in her neighborhood that girls were not supposed to play baseball. No matter what, Jackie continued to play. She finally got an opportunity to pitch in an exhibition game against the New York Yankees. Before the game the newspapers wrote mean things about Jackie. One article stated, she would swing a “mean lipstick” instead of a bat.” Jackie continued to play. Even with the booing and jeering from the crowd during the game, Jackie continued to play. Because she was determined to follow her dream, she made baseball history by striking out Babe Ruth and Lou Gehrig.

Additional Tasks

* Have students work in pairs to analyze the way Babe Ruth is characterized in the selection. Complete the chart below. Go back to the story for the information needed to complete the chart.

**Babe Ruth**

|  |  |  |
| --- | --- | --- |
| **His Actions** | **His Words** | **His Traits** |
| * snickered when Jackie flinched and pitched a ball * got ready to slam the ball out of the park * got mad when Jackie threw two strikes * threw the bat down in disgust | * Women are “too delicate” for baseball * “They’ll never make good.” * “It would kill them to play ball every day.” * Told reports it was the last time he’d bat against a woman. | * acts like a bully * bad sport * short tempered * doesn’t want to look bad |

* On page 60, the author tells us that the *New York Daily News* (point out reason for italics) wrote about Jackie Mitchell. How did the author let the reader know the exact words that were written in the newspaper in 1931? Write the exact words.

Answer: She placed quotation marks around the words because they were the exact words or quotes from newspaper. a mean lipstick” and “a trained seal behind the plate”

* Why did the author think it was important to go back in time to describe events from Jackie’s childhood?

Answer: The author wanted to inform the reader that Jackie always loved baseball and wanted to play even when she was told girls were not supposed to play baseball. Also the author wanted to show Jackie’s childhood determination to play, her determination to practice, and the inspiration she received from her father and Dazzy.

* 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. Reread page 64 silently, noticing how the author is building the suspense on this page. Now, practice with a partner taking turns orally reading page 64 expressing the suspense with your voice. Remember to read smoothly and accurately with appropriate phrasing, pausing, and expression. Discuss with your partner how the author builds the suspense.
* Good readers use visualization to form mental pictures in their mind to help them better understand what the characters are feeling. With a partner: Partner 1 closes his/her eyes while partner two reads the last paragraph on page 66 orally. Then swap roles. Visualize what Jackie is feeling and doing while your partner is reading. Discuss with your partner what Jackie is doing and be ready to share your explanation.

Answer: Jackie is trying to get her concentration back after throwing two balls to Babe Ruth and hearing the hooting and jeering from the crowd. She is mentally preparing herself to get back on track. She is “pumping herself up.”

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
  + Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.