Unit 3/Week 3

Title: Centerfield Ballhawk

Suggested Time: 3 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.3, RL.3.4; RF.3.3, RF.3.4; W.3.1, W.3.4; SL.3.1; L.3.1, L.3.4

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

Jose’ and his father learn the importance of being “more aware of what the other person is feeling.”

Synopsis

Young Jose’ Mendez is a terrific centerfielder but a weak hitter. Jose’ wants his father, a former minor league player, and great hitter to be proud of him. He doesn’t hit very well in the game and thinks his dad will be disappointed in his performance. When his father calls him a “born outfielder”, Jose’ realizes that is father is proud of his abilities on and off of the field.

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** |
| Read the introduction on page 333. Why is Mr. Mendez disappointed in Jose’? What does Jose’ think will make his father proud of him again? | Jose’ accidentally hit a ball through Mrs. Dooley’s car window while practicing his batting in the front yard. Jose’s father is disappointed in him because of this. Jose’ thinks that if he becomes a better batter, his father will be proud of him again. |
| What words does the author use to describe Jose’s homerun? Page 335 | Crack! His bat met the ball head-on. The white sphere took off like a rocket for left field and sailed over the fence for a home run! |
| What team does Jose’ play for? Page 335 | Jose’ plays for the Mudders. I know this because the Mudders fans screamed their heads off and shouted “All right, Jose’!” when he hit his home run. |
| What is the score of the game after Jose’ hits his home run?  Pages 335 | Mudders 5, Bulls 2 |
| Based on what Jose’ does in this inning, would you say that Jose’ is a good hitter? Why? page 335 | Jose’ is a good hitter because he just hit a home run. |
| What does Jose’ do when Adzie Healy from the Bulls team hit the ball? Page 335 | Jose’ started to run back the instant he had seen it so that he could catch it. |
| Barry says that Jose’ saved the team a run. How did Jose’ do that? Page 336-337 | Jose’ catches the ball, which makes it an out, and ends the inning. The player on third base can’t score a run for the Bulls so Jose’s catch saved the team a run. |
| How did Jose’ do at his next at bat? Page 336 | Jose’ grounded out. |
| Is Jose’ proud of his performance in the game? How does the reader know? Page. 336-337 | No. The text says that he thinks, “Good thing Dad isn’t at the game.” |
| What does the author means when he says, “the Stockade Bulls showed the real power they had, as if they had purposely kept it hidden until now? Pages 338-339 | He means that the Bulls finally get going by scoring five runs in one inning and tying up the score 7 to 7. |
| What does the word ***vanish*** mean? Why does Jose’ wish that he could ***vanish***? Page 338 | Vanish means to disappear. Jose’ wishes he could vanish because instead of getting a hit that could break the tie and mean a .500 average for him, his hit flies out and score remains 7 to 7. |
| What does the author mean when he says that Jose’ was after the ball “like a gazelle”? Why does Jose’ run this way to catch the ball? page 340-341 | Jose’ runs very quickly “like a gazelle” to catch the ball because if he missed the ball, the Bulls will score a run and win the game. |
| Why does T.V. say, “It’s my fault we lost! My fault!”? page 340 | T.V. let a ground ball go right through his legs and a run scored. The game was over and the Bulls beat the Mudders 8 to 7. |
| What did Jose’ say to T.V. as they walked off the field together? Page 340 | Jose’ said, “Don’t sweat it, man!” “It’s not the end of the world! Who’s perfect?” |
| Does Jose’ think his father will be proud of his performance in today’s game? page 340 | He thinks his father will not think much of him as a baseball player because he only got one out of 4 hits in today’s game. |
| Does Jose’s father arrive at the game before or after Jose’ makes his great catch? How do you know? Page 343 | Jose’s father arrives before his great catch because he arrived in the 4th inning and the catch was made in the bottom of the sixth inning. |
| How can you tell that Jose’ is unhappy when he finds out his father has watched the game? Page 343 | The look on Jose’s face changed and he felt that he couldn’t face his father after getting only one hit in four times at bat. |
| What reason does Jose’ give for wanting to hit .375 like his father did? Page 344 | Jose’ wanted to make his father proud of him. |
| Read paragraph 1 on page 346. Both Mr. Mendez and Jose’ played baseball. How do their abilities as baseball players compare to one another? | Jose’ is a great outfielder but an average hitter. Mr. Mendez was a great hitter but he couldn’t make the catches that Jose’ can make. |
| What advice does Jose’s father give him about his hitting? Page 346 | He tells Jose’ to stop worrying about hitting and concentrate on his fielding because that’s where his team needs him the most. |
| What are the different meanings of the word “hit” in this story? (Teacher will discuss why it is important to be aware of multiple meaning words, especially in a specialized context like a story about baseball.) | Hit means …when the batter swings and strikes the ball (p.333,335), a batting average for a single game (p.344), and being important and popular with someone (p. 348). |
| What has Jose’ learned about the importance of teamwork? Page 346 | He has learned that his teammates depend on him to make catches in the outfield and he likes having people depend on him. |
| How does Jose’s understanding of his father’s feelings change from the beginning to the end of the story? What causes this change? (pages 333-348) | At the beginning of the story Jose’ thinks that his father will be proud of him if he “hits” .375.” At the end, he realized that he is a “hit” with his father because he is a good player and important to his team. They understand each other better after talking about it. |
| According to the end of the story, what counts the most to Jose’? page 348 | He is glad to be a “hit” with his father. |

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 | Page 338-vanish | Page 335- inning  Page 336-singled  Page 338-pounded, average  Page 340-grounder  Page 346-outfielder, ballhawk |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Page 333- practicing, disappointed  Page 344-depend, concentrate |  |

Culminating Task

* Re-Read, Think, Discuss, Write

*The title of this selection is “Centerfield Ballhawk”. Using your answers from the questions above and class discussion, write an explanation about why the author or publisher chose this title. Be sure to clearly cite evidence from the text to support your answer.*

Answer: A proficient answer should include:

Students should explain how Jose’ is a “Centerfield Ballhawk” because he can make catches in the centerfield that most players would miss. Evidence from the text that supports this statement may include the following examples which highlight his talents as a centerfielder:

-page 335-Jose’ started to run back the instant he had seen it hit

-page 336-he was almost up against the fence when the ball came flying down over his head. He jumped-and

caught it!

-page 340-Jose’ was after it like a gazelle. He knew he had to catch that ball or the game was over.

-page 340-He dove, then felt the solid *thud!* as the ball landed squarely in his glove.

Note to Teacher

Although not overly complex, this story may present some difficulty for students that are not familiar with the game of baseball.

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.