Unit 2 /Week 1

Title: We’ll Never Forget You, Roberto Clemente

Suggested Time: 3 days (30 minutes per day)

Common Core ELA Standards: RI.5.1, RI.5.2, RI.5.8, RL.5.1, RL.5.2, RL.5.4; RF5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.3, SL.5.6; L.5.1, L.5.2, L.5.4, L.5.5, L.5.6

Teacher Instructions

*Refer to the Introduction forfurther details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and theSynopsis. 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

When you have worked hard to accomplish your dreams, it is still important to help others who are not as fortunate. Helping others leaves a legacy that extends beyond your lifetime.

Synopsis

Roberto Clemente grew up in Puerto Rico where he discovered a love and passion for baseball. He became a famous baseball player who shared his success with his family, friends, and the community by always being kind and helping others in need. He died in a plane crash trying to help victims of an earthquake in Nicaragua. He is famous for being the first Latin American baseball player with 3000 hits to be voted into the Hall of Fame, but he will always be remembered for the way he helped people in need.

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 discussthe 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** |
| On pages 142, what kept Roberto Clemente from being the 11th baseball player in history to get his 3,000th hit?  Why was this goal important to him? (page 142) | During most of the season, Roberto was either hurt or sick (flu, stomach virus, trouble with heels, lost 10 pounds). He had missed almost half of the games and they weren’t sure he would be well enough to play the next year.  He wanted to be the 11th baseball player in history to have 3,000 hits and he only needed 118 hits to meet this goal. He had gotten that many hits every year he had played in the major leagues. His family and friends thought that with 3,000 hits he would be the first Latin American ball player voted into baseball’s Hall of Fame. |
| Why was Roberto pulled from the game in Philadelphia when he reached his 2,999th hit?  How does the author provide specific details to show the importance of the game in Pittsburgh? (page 143) | Roberto was pulled because everyone wanted him to make his 3,000th hit in front of the hometown fans in Pittsburgh. (Teacher may want to discuss what “hometown fans” are.) Roberto needs only one hit to reach his goal of 3,000 hits in a season. If Tom Seaver, the opposing pitcher, can win the game “it will be another twenty-game season for the Met’s ace pitcher.” It is a big game for both players. |
| What does the author mean when he writes, “Roberto swung hard but did not get much *wood on the ball*,” and “Roberto *pulled up at first base*.” (page 143) | These are examples of baseball idioms. “*Not getting much wood on the bat,”* means that he did not hit the ball in the center of the widest part of the bat, which has traditionally been made of wood. “*Pulled up at firstbase*,” means that the runner stopped at first base and didn’t run to second base. |
| Reread the eighth paragraph on page 143 that begins with, “One of Seaver’s fastballs….”End on the fourth paragraph on page 145. What is important about Roberto getting a hit or an error?  (Teacher may need to help students understand how a hit or an error is determined in baseball.) | When Roberto hit the ball it bounced over the pitcher’s glove, the second baseman ran to grab it and it bounced off his glove. Because the ball could have been caught by both players it might be recorded as an error and this will not be Roberto’s 3,000 hit. The scoreboard read “H” for hit, but the scorekeeper called it an error. The scoreboard crew had not heard the “error” call and mistakenly put up the “H.” |
| Why is it important to the fans and to Roberto that “…the H disappeared. An E for error went up on the scoreboard.”? (page 145) | The fans and Roberto were disappointed and felt cheated because the crew had recorded his at bat as a “Hit” and it was changed to an “Error.” Although he got up three more times that night, he did not get his 3,000th hit. |
| What happens after Roberto gets his 3,000th hit? In what ways are these events important? | The cheering in the stands lasts for a full minute. Roberto tips his hat to the fans. Willie Mays, a famous baseball player on the opposing team who also has 3,000 hits, leaves the dugout to shake Roberto’s hand.  These events show the respect people have for Roberto becoming the 11th baseball player to get 3,000 hits. |
| On page 146, the author moves from telling about baseball to an earthquake in Nicaragua. Why does the author want you to know more about Roberto’s life than just his baseball skills? (page 147) | Roberto always had cared for those who had less than he had, as taught to him by his father. He had taken care of his nieces and nephews after their father (his brother) died, showing that he was a caring person. The author wanted to show us another side of Roberto’s character that did not involve baseball. |
| What does Roberto want to do after the earthquake in Nicaragua that shows what kind of person he is? (page 147) | A month before the earthquake, Roberto and some other baseball players had helped a boy who had been in an accident pay for artificial legs. Roberto wanted to see if this boy and thousands of others had survived the earthquake. He was concerned about how many of these people had lost their homes and most of their belongings. |
| On page 148, the author includes another story about how Roberto was kind to many people. Reread the first two paragraphs on this page. Why did Roberto write, “You don’t have to be able to hear to play baseball and enjoy the game,” on a bat that he had signed and given to a young deaf boy? | The Pirates announcer had brought a deaf boy to meet Roberto. By giving him a bat that he had signed with encouraging words, Roberto was demonstrating his concern for others, and in particular, this young boy. |
| The author tells us that Roberto was as well-known for his generosity as his ability to play baseball (page 140). Based on what you have learned about Roberto’s character on pages 147 – 148, what does generosity mean?  In what ways does Roberto show generosity in Nicaragua? (page 148) | Generosity means that someone is unselfish, kind, and willing to give of their time and money. Roberto demonstrated his generosity (his unselfishness and kindness) by walking door to door around his neighborhood and going on radio and television to ask others to contribute money, food, clothes, and medicine to the people of Nicaragua. He gave his time to collect the supplies and find ships and planes to transport the goods to Nicaragua. He was also willing to help deliver the supplies to the people in Nicaragua. |
| Why does Roberto decide to leave his family on such an important family holiday, New Year’s Eve, to fly to Nicaragua? (page 148) | “I must see that the people who need the supplies really get them,” he said.Now he has a chance to check on his young friend who had lost his legs. |
| What words and phrases does the author use on page 150 that foreshadows possible problems with the flight? (Teacher could take advantage of this part of the text to discuss foreshadowing.) | The owner struggled to find a crew; the flight engineer didn’t know much about that kind of plane; they couldn’t get a copilot; the owner didn’t have a license, but decided to be the copilot anyway; teenagers were loading the plane, it was full, but they kept loading more boxes; and Roberto got in the plane at 5:00 P.M., but the plane didn’t take off until after 9:00 P.M. |
| What are the search crews looking for on page 151? | The coast guard is looking for the bodies of Roberto and others as well as parts of the plane. |
| What evidence on page 151 tells you that many people had hope that Roberto had survived the crash? | The search went on for weeks and crowds were there every day. His wife, Vera, went every afternoon and watched from the sand. His teammate said, “I expected him to swim to shore someplace.” |
| What details in the text let you know that people who knew Roberto Clemente wanted to honor him and believed he was a good person? (page 152) | A billboard lights up at night near the stadium that says, “Adios, amigo,” which means good-bye friend. Many wonderful things were said about Roberto such as, he was the best baseball player of his time, he was the biggest hero Puerto Rico ever had, and that he was a “good man.” He was the first Latin American ballplayer voted into the Baseball Hall of Fame. On opening day the scoreboard said, “Thank you Roberto. We will never forget THE GREAT ONE.” The city of Pittsburgh dedicated a statue of him at Pirates stadium. It was paid for by his fans. |
| How does the author describe the statue of Roberto that lets you know it was designed to help “Roberto live on in our hearts and minds”? (page 152) | (Description of the statue) He is dropping his bat. It must be a good hit because his eyes are fixed on the ball far in the distance as he is beginning to run.  This might also symbolize that Roberto has quit playing baseball and has moved on to a place far off in the distance. (inference) |
| How does Roberto’s family honor his desire to help others? How do you know that their decision did help others? (page 153) | Roberto had wanted to build a “sports city” in Puerto Rico where the poor children of the island would have a chance to learn how to play different kinds of sports. Sports City was built by his family.  Ruben Sierra, a poor young boy from Puerto Rico, credits Sports City with his ability to become a professional baseball player. During the All-Star game he wore Roberto’s number, 21, on his back. |

Vocabulary

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|  | **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 | p. 143 – error | p. 145 - double  p. 148 – announcer  p.150 – flight engineer, license, copilot  p. 152 - dedicated |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | p. 140 – generosity, league, recruited  p. 142 – Hall of Fame  p.143 – wood on the ball, pulled up at first base  P. 148 – celebrations  p. 151 – explosions, teammates | p. 140 - exceptional, recruited, spectacular  p. 143 – lineup, ace  p. 145 – crew, dugout  p. 147 - artificial  p.148 – planeloads, “deaf boy,” supplies,  p.151 – control tower, radar screen, Coast Guard |

Culminating Task

* Roberto Clemente was famous for many things. How did his success in baseball help him to share his generosity with those less fortunate than him? Even after Roberto’s death, how did his legacy of generosity continue to help other people?

Answer:Because he was famous in baseball, he was able to use his finances and influence to collect money and items for those devastated in the Nicaraguan earthquake. He took care of his nieces and nephews when his brother died. He paid for a large portion of the artificial leg for the boy in Nicaragua. After Roberto’s death, his family continued his legacy by building Sports City for the poor youth in Puerto Rico.

Additional Tasks

* We have studied many role models in the last few weeks. Each of them had qualities that made a positive difference in the lives of other people. How are they the same and how are they different? (Use specific examples.) What can be learned from Rosa Parks, Elena, and Roberto Clemente that makes them role models?

Answer:Although each of these role models had different life experiences, they each made sacrifices in their own lives to help others in need. Rosa Parks demonstrated courage in refusing to give up her seat on the bus. Her actions helped pave the way for future African Americans in fighting for equality. She continues to influence people today by encouraging young people to be learners, show leadership, and make good choices in life. Elena was also courageous. As a single woman, she moved her family to a foreign country in order to provide her children with better opportunities. She worked hard to provide her children with a safe home and a good education. Her hard work allowed her children to not only succeed in school, but to also be successful in life. Roberto Clemente was a hard worker. He worked hard to accomplish his goals in baseball and he also used his fame and money to help others who were less fortunate. He used his hard-earned money to help buy an artificial leg for a boy in Puerto Rico. He was kind to a deaf boy, giving him an autographed bat which let him know he could still enjoy baseball, even if he couldn’t hear the game. Roberto died trying to help others. (Students can expand with more specific examples from the different texts.)

Note to Teacher

* The teacher may want to use the Reading Across Texts magazine article *Slammin’ Sammy*to compare and contrast characters and to add more informational text into instructional time.
* Closely reading the CCSS Text Exemplar, “Casey at the Bat”, might be appropriate after reading this text.

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.