**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Biography</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Six sections of one to four pages, with section headings</td>
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<tr>
<td></td>
<td>Events in chronological order, with some background explanations</td>
</tr>
<tr>
<td>Content</td>
<td>Main achievements of baseball star Hank Aaron</td>
</tr>
<tr>
<td></td>
<td>Negro leagues, minor leagues, major leagues</td>
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<td></td>
<td>Racism</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Baseball players work hard to improve their skills.</td>
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<tr>
<td></td>
<td>Baseball players can be heroes on and off the field.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Conversational tone with a few idioms, such as <em>efforts paid off</em></td>
</tr>
<tr>
<td></td>
<td>Figurative language: <em>wasn’t one to sit around and polish his trophies</em></td>
</tr>
<tr>
<td></td>
<td>Some foreshadowing of events to come</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Variety in sentence length and complexity</td>
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<tr>
<td></td>
<td>Sequence cues offered in introductory phrases and clauses, such as <em>Back then, By the time Hank was seventeen...</em></td>
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<tr>
<td></td>
<td>Sentences punctuated with commas, dashes, and ellipses (<em>His new hitting style worked, and his home runs piled up fast... 200, 300, 400, 500, 600.</em>)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Baseball terms: leagues, scout, farm team, home run, hitting, fielding, pitch, home plate</td>
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<tr>
<td></td>
<td>Term <em>racism</em> explained in context</td>
</tr>
<tr>
<td>Words</td>
<td>Some multisyllable words, such as <em>disappointed, advantage, encouragement</em></td>
</tr>
<tr>
<td>Illustrations</td>
<td>Drawings and photographs support the text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Thirteen pages with illustrations or photos on every page</td>
</tr>
<tr>
<td></td>
<td>Captions with some illustrations</td>
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**Selection Summary**

As a teenager, Henry “Hank” Aaron played in the Negro Leagues. He became a star player for the major-league Milwaukee Braves, and an outspoken opponent of racism in baseball. Aaron moved with the Braves to Atlanta, where he hit home run 715 in 1974, beating Babe Ruth’s record and becoming baseball’s new home-run king.
The Home-Run King by Joanna Korba

Build Background
Help students talk about the game of baseball by asking questions such as the following: What do you know about baseball? Why do fans love to see home runs? Read the title and author, and talk about the photograph and the baseball cards on the cover. Remind students that a true story about a person's life is called a biography.

Introduce the Text
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

Page 2: Tell students that this biography is about Hank Aaron.
Suggested language: Turn to page 2. I'll read the last sentence: Hank would grow up to be one of the greatest home-run hitters of all time. How does that sentence tell you what you will learn about in this biography?

Page 3: Read the photo caption: Jackie Robinson was the first black player in major-league baseball. Baseball teams are organized in leagues. Before 1947, African American players could not play in the major leagues. They played on teams in the Negro Leagues. What are some baseball leagues you know?

Page 4: Draw attention to the section heading Hank Gets Noticed. Read aloud the second paragraph on page 4. Why did Aaron get noticed and how did it help his career?

Page 6: Have students read the caption on page 6. Why do you think Hank Aaron was chosen to play on a major-league team?

Page 13: Explain that Babe Ruth's record of 714 career home runs had lasted 40 years, but now Hank Aaron had matched it. Fans packed the stands. Where are the fans seated? What do they think is about to happen?

Now turn back to the beginning of the book and read to find out why Hank Aaron is called the home-run king.

Target Vocabulary

fans – people who enjoy watching a certain team, p. 7
league – a group of teams that play against one another, p. 3
polish – to make something bright by rubbing, p. 14
pronounce – say in a particular way, p. 2
score – v. to make or earn points in a game, p. 13
slammed – hit very hard, p. 7
stands – n. seats from which people watch a game, p. 7
style – a person's special way of doing something, p. 10
Read
Have students read *The Home-Run King* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Visualize Strategy to form pictures in their minds based on text details.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the book.

*Suggested language:* *Do you think that Hank Aaron’s life could inspire people who were not very interested in baseball? Why or why not?*

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hank Aaron played on Negro League, minor-league, and major-league teams.</td>
<td>• Racism meant that African Americans had fewer opportunities than white Americans.</td>
<td>• The author did research to find facts and also included opinions.</td>
</tr>
<tr>
<td>• He spoke out against unfair treatment. His fans supported him when he faced racism.</td>
<td>• Even a talented baseball player must work hard to improve skills and demonstrate that he is special enough for the major leagues.</td>
<td>• The author’s attitude is that Hank Aaron’s achievements can inspire readers.</td>
</tr>
<tr>
<td>• He broke the home-run record of Babe Ruth.</td>
<td>• It is extremely difficult to break a home-run record.</td>
<td>• The author picked the most important events from Hank Aaron’s career.</td>
</tr>
<tr>
<td>• Hank Aaron encouraged children to become leaders.</td>
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Choices for Further Support

• **Fluency** Invite students to choose a passage from the text to read aloud. Remind them to use their voices to express a feeling suggested by the text, such as excitement or suspense.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Have students find the words *hateful* and *encouragement* on page 12. Point out the suffixes *-ful* and *-ment*, and ask students to name each base word. Have them write another word with each of those suffixes and use the word to talk about baseball.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 5.8.

Responding
Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Cause and Effect
Tell students that when they think about causes and effects, they think about what happens and why it happens. Model the skill, using a “Think Aloud” like the one below:

Think Aloud
Hank Aaron hit his 715th home run in April, 1974. This home run was the cause, or reason, something else happened. The effect is the result: he broke Babe Ruth’s home-run record. There were other effects, too. His teammates mobbed him. The fans went wild. Hank Aaron became the most famous player in baseball. A new record was set.

Practice the Skill
Have students write a sentence telling another cause and effect in the life of Hank Aaron. Remind them that the cause is a reason why something happens and the effect is what happens.

Writing Prompt: Thinking About the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they reflect back on what they read. They think about the kind of writing, and about how the author used language and organized ideas.

Assessment Prompts
• On page 8, find the word that means almost the same as “hard work.”
• Tell one word that best describes Hank Aaron.
• Complete this sentence in your own words: The author probably wrote this biography to __________________
English Language Development

Reading Support In Introduce the Text (p.2) include as much practice as needed to help students become familiar with the language structures of the book.

Idioms Explain the idiom *to break a record*, and help students to use the related forms *broke a record* and *record was broken* in sentences. Also, for students coming from a culture where baseball is not played, provide a simple overview of the game, using terms from the book.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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<tbody>
<tr>
<td>Speaker 1: Who is Hank Aaron?</td>
<td>Speaker 1: Why did Hank Aaron start out in the Negro Leagues?</td>
<td>Speaker 1: Hank Aaron won many awards for hitting and fielding. What does that tell you about him?</td>
</tr>
<tr>
<td>Speaker 2: a famous baseball player</td>
<td>Speaker 2: Black players had their own league back then.</td>
<td>Speaker 2: He was one of the best players. He could hit when he came up to bat. And he could do the running and catching that a player does when fielding.</td>
</tr>
<tr>
<td>Speaker 1: What was Hank Aaron good at?</td>
<td>Speaker 1: What record did Hank Aaron break?</td>
<td>Speaker 1: Hank Aaron hit more home runs than Babe Ruth.</td>
</tr>
<tr>
<td>Speaker 2: hitting home runs</td>
<td>Speaker 2: He hit more home runs than Babe Ruth.</td>
<td></td>
</tr>
</tbody>
</table>

Critical Thinking

Read and answer the questions.

1. Think within the text: When Hank Aaron was growing up, what kind of baseball league did he probably dream of joining? Explain your answer.
   Response will vary.

2. Think within the text: When Hank Aaron signed up to play for the Braves, what kind of league did he play in first? Explain.
   Response will vary.

3. Think beyond the text: Hank Aaron had big dreams when he was young. What do you dream of doing when you grow up?
   Response will vary.

4. Think about the text: Why do people think of Hank Aaron as a hero on the field as well as off the field?
   Response will vary.

Making Connections: Hank Aaron had many fans because he was a great baseball player. Think of an athlete you admire. Tell who the person is and what makes him or her a great athlete.

Write your answer in your Reader’s Notebook.

Response will vary.
The Home-Run King

Thinking About the Text
Think about the questions below. Then write your answer in one or two paragraphs.

The author says that Hank Aaron “never disappointed” his fans, and “played harder than any other player.” Are these statements facts? Why do you think the author included them in the book? Use details from the book to support your answer.

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Critical Thinking

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1. **Think within the text**  When Hank Aaron was growing up, what kind of baseball league did he probably dream of joining? Explain your answer.

2. **Think within the text**  When Hank Aaron signed up to play for the Braves, what kind of league did he play in first? Explain.

3. **Think beyond the text**  Hank Aaron had big dreams when he was young. What do you dream of doing when you grow up?

4. **Think about the text**  Why do people think of Hank Aaron as a hero on the field as well as off the field?

**Making Connections**  Hank Aaron had many fans because he was a great baseball player. Think of an athlete you admire. Tell who the person is and what makes him or her a great athlete.

**Write your answer in your Reader’s Notebook.**
By this time, the Braves were playing in Milwaukee. The Milwaukee fans filled the stands for nearly every game. They were the best fans in baseball.

Hank never disappointed them. The first time he came to bat for the Braves, he slammed a home run.

He played harder than any other player. His efforts paid off. Hank won many awards for his hitting and his fielding.

Hank was a hero off the field, too. He often spoke out against racism. Back then, major-league teams had two sets of rules—one set for white players and one set for black players.