Lesson 5 Teacher’s Guide

Baseball Memories
by Kelly Ann Murphy

Fountas-Pinnell Level S
Realistic Fiction

Selection Summary
When Corey moves with his family from Chicago to a small town in Texas, he misses his friends back home. However, his new job on the Suarez family horse ranch is full of exciting discoveries.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Realistic fiction</th>
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</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Third-person narrative organized into four short chapters</td>
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<tr>
<td></td>
<td>The action takes place over the course of two days</td>
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<tr>
<td>Content</td>
<td>Homesickness</td>
</tr>
<tr>
<td></td>
<td>Making new friends</td>
</tr>
<tr>
<td></td>
<td>Baseball and horse terms and equipment</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>You can miss something old while enjoying something new.</td>
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<tr>
<td></td>
<td>Making new friends and sharing new activities can be rewarding.</td>
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<tr>
<td></td>
<td>New experiences bring new surprises.</td>
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<tr>
<td>Language and Literary Features</td>
<td>Conversational language</td>
</tr>
<tr>
<td></td>
<td>Realistic dialogue</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>A mix of short and complex sentences</td>
</tr>
<tr>
<td></td>
<td>Dialogue passages</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Many horse-related terms, some of which might not be familiar to English language learners, such as snorting, mares, oats, bin, ranch, stable, barn, saddle. Cultural reference: peanut butter and jelly sandwiches (p. 4).</td>
</tr>
<tr>
<td>Words</td>
<td>Multisyllable target vocabulary: preliminary, opponents</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Illustrations with captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Twelve pages of text with illustrations on most pages</td>
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<tr>
<td></td>
<td>Italics for interior thought</td>
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</table>

**Baseball Memories** by Kelly Ann Murphy

**Build Background**
Help students use their knowledge about horse ranches or farms to visualize the story. Build interest by asking questions such as the following: *Do you think it would be fun to work on a horse ranch? Why or why not? What activities could you help out with at the ranch?* Read the title and author and talk about the cover illustration. Note the four chapter heads. Tell students that this story is realistic fiction, so the characters will probably act like real people.

**Frontload Vocabulary**
Some everyday words may be unfamiliar to English learners. Before reading, check understanding of the following words: memories, town, horse, ranch, home, baseball, league, uncle, sad, embarrassed.

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

**Page 3:** Explain that this is a story about a boy, Corey, who has recently moved to a small Texas town where he works on a horse ranch. Direct students to the chapter heading. **Suggested language:** *The chapter heading tells us that somebody is living in a new town. What emotions do you think this story might involve?*

**Page 5:** Have students read the first sentence and the caption. Ask students to explain why the Texas summer weather might sometimes have seemed **brutal** to Corey after living in Chicago.

**Page 9:** Point out the word *mares* in the first paragraph. Tell students that this term refers to a female horse. **Cultural Support:** Explain what a horse stall is. **Ask:** How do horses get exercise?

Now turn back to the beginning and read to find out what happens to Corey in his new town.

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**Target Vocabulary**
- **brutal** – cruel or harsh, p. 5
- **embarrassed** – ashamed and uncomfortable, p. 8
- **gorgeous** – very beautiful or graceful, p. 8
- **obvious** – very noticeable or easy to see, p. 10
- **officially** – with proper consent or in an authorized way, p. 14
- **opponents** – people who compete against one another, often in a contest, p. 7
- **preliminary** – comes before the final or main event, p. 11
- **sweeping** – movement or action covers a wide space or range, p. 3
- **supposedly** – thought to be true without having proof that it is true, p. 12
- **typically** – done regularly, on an ordinary basis, or always in the same way, p. 4
Read
Have students read silently while you listen to individual students read aloud. Support their problem solving and fluency as needed.

Remind students to use the Visualize Strategy and to use details from the text to help them form pictures in their minds when they read.

Discuss and Revisit the Text

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>• Corey enjoys helping out with Luisa at the horse ranch, but misses his friends in Chicago.</td>
<td>• It's possible to miss activities and people from your old home while enjoying making new friends and trying new activities at your new home.</td>
<td>• The vivid descriptions of the ranch make readers feel like they are there.</td>
</tr>
<tr>
<td>• After Mr. Suarez shares baseball stories, Corey brings mitts and a baseball to the ranch.</td>
<td>• You might be surprised about what you discover in a new place.</td>
<td>• The dialogue of the story sounds very realistic, the way a boy really talks.</td>
</tr>
</tbody>
</table>

Choices for Further Support

- **Fluency** Invite students to choose a passage for a readers’ theater. Remind them to pay attention to pronunciation and expression, and to use gestures that the three main characters might have used.

- **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. Remind students that the suffix –ful can mean “characterized by”. An example from the text is peaceful on page 10. Another example includes wonderful on page 8. This suffix is used in many other words, such as successful, bashful, and respectful.
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 5.10.

Responding
Have students complete the activities at the back of the book, using their Reader's Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Theme Remind students that they can recognize the theme of the story by examining characters' qualities, motives, and actions. The theme in a story explores how characters behave. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

Corey enjoys working with the horses on the ranch in Texas. He is excited when he finds out that Mr. Suarez was a baseball player. These two ideas show the theme that Corey learns to like some things about Texas.

Practice the Skill
Encourage students to share their examples of another story with the theme of one character having difficulties fitting into a new environment.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the writing prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts
• What is the meaning of the word *preliminary* on page 11?
• Which sentences from page 4 show that baseball is a huge part of Corey’s life?
• Complete this sentence in your own words: The story was most likely written to ___________________________________________.

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English Language Development

Critical Thinking
Read and answer the questions.

1. Think within the text: What does Corey enjoy most about his new home?
2. Think within the text: What is the weather like in the part of Texas in which Corey lives? How is it different from the weather in Chicago?
3. Think beyond the text: Do you think that baseball will ever return to Corey's new town? Why or why not?
4. Think about the text: At the end of the story, what advice does the author seem to give about getting used to new situations?

Making Connections
If you have ever moved, what did you miss most about your old home, and what did you do to help? If you haven’t moved, what might you miss most, and what plan could you put into place to cope?

Write about it: Corey misses his old home, but he also finds his new home interesting. Have you ever had different emotions about something in your life? Write a paragraph describing something you have had both good and bad feelings about.

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Thinking Beyond the Text

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

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

On page 8, Luisa says: It takes a lot of courage to admit that you are sad, Corey. I hope you are never too embarrassed to tell me how you feel. Do you think Corey’s friendship with Luisa helps him feel at home? Why or why not? How do you think working at the horse ranch helps Corey? Explain your answer, giving examples from the story.

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________________________________________________________________________
Name ___________________________ Date ____________

Critical Thinking

Read and answer the questions.

1. **Think within the text**  What does Corey enjoy most about his new home?

2. **Think within the text**  What is the weather like in the part of Texas in which Corey lives? How is it different from the weather in Chicago?

3. **Think beyond the text**  Do you think that baseball will ever return to Corey’s new town? Why or why not?

4. **Think about the text**  At the end of the story, what advice does the author seem to give about getting used to new situations?

Making Connections  If you have ever moved, what did you miss most about your old home and what did you do that helped? If you haven’t moved, what might you miss most and what plans could you put into place to cope?

Write your answer in your Reader’s Notebook.
Baseball Memories • LEVEL S

Lesson 5: Baseball Memories

Student __________________________ Date ____________

The photograph of Corey's favorite Chicago baseball team hung next to his bedroom window. A photograph of a man in a baseball uniform hung nearby. The man's brown eyes and brown hair resembled Corey's.

Corey looked out his window at the land. He had lived in this small town in Texas for nearly two months. Corey remembered how large the flat, open space appeared to be when he first arrived. The sweeping views of the new town seemed to go on and on. Every day on his walks to the horse ranch, Corey enjoyed looking at the land and the sky.

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<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The photograph of Corey's favorite Chicago baseball team hung next to his bedroom window. A photograph of a man in a baseball uniform hung nearby. The man's brown eyes and brown hair resembled Corey's. Corey looked out his window at the land. He had lived in this small town in Texas for nearly two months. Corey remembered how large the flat, open space appeared to be when he first arrived. The sweeping views of the new town seemed to go on and on. Every day on his walks to the horse ranch, Corey enjoyed looking at the land and the sky.</td>
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Comments:

Accuracy Rate
(\(\frac{\text{# words read correctly}}{101} \times 100\)) %

Total Self-Corrections

Behavior | Code | Error |
----------|------|-------|
Read word correctly | ✓ cat | 0 |
Repeated word, sentence, or phrase | ◐ cat | 0 |
Omission | ◐ cat | 1 |

Behavior | Code | Error |
----------|------|-------|
Substitution | cut cat | 1 |
Self-corrects | cut cat | 0 |
Insertion | the cat | 1 |
Word told | ◐ cat | 1 |