LESSON 17 TEACHER’S GUIDE

Take Me Out to the Ballpark
by Laura Cerier

Fountas-Pinnell Level K
Realistic Fiction

Selection Summary
Knowing that his beloved Shea Stadium is about to be torn down, Grandpa invites Evan to watch the Mets play there. Then they visit old and famous baseball parks—Fenway Park in Boston and Wrigley Field in Chicago—and see exciting games. They return home and plan a visit next summer to new baseball parks.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Realistic fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Third-person narrative</td>
</tr>
<tr>
<td></td>
<td>• Factual information provided in dialogue</td>
</tr>
<tr>
<td>Content</td>
<td>• Professional baseball teams, ballparks, and games</td>
</tr>
<tr>
<td></td>
<td>• Relationship between grandfather and grandson</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• People have strong and fond memories of places.</td>
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<tr>
<td></td>
<td>• Each baseball team has its own ballpark with unique features.</td>
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<tr>
<td></td>
<td>• Traditions are passed down among family members.</td>
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<tr>
<td>Language and Literary Features</td>
<td>• Description of possibly unfamiliar settings</td>
</tr>
<tr>
<td></td>
<td>• Paragraph-length dialogue, with assigned speakers</td>
</tr>
<tr>
<td></td>
<td>• Informal language in dialogue (Example: “Awesome! I’m in!”)</td>
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<tr>
<td></td>
<td>• Many sequence cues (Examples: A few days later, the next day)</td>
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<tr>
<td>Sentence Complexity</td>
<td>• Simple, compound, and complex sentences</td>
</tr>
<tr>
<td></td>
<td>• Some sentences with challenging verb tenses (Example: I wish I could have seen a game at that famous old park.)</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Baseball terms and jargon, such as went into extra innings, left field wall, grand slam, homerun balls, swung at the first pitch, three balls</td>
</tr>
<tr>
<td>Words</td>
<td>• Mostly one- and two-syllable words</td>
</tr>
<tr>
<td></td>
<td>• Compound words such as highway, ballpark, downtown, rooftops, grandson</td>
</tr>
<tr>
<td></td>
<td>• Names of teams, ballparks, and cities</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Cartoonlike illustrations support text.</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>• Illustration on every page or spread</td>
</tr>
<tr>
<td></td>
<td>• Italics for emphasis; ellipses to show incomplete statement</td>
</tr>
</tbody>
</table>


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Take Me Out to the Ballpark  by Laura Cerier

Build Background
Talk about major league baseball teams. Build interest by asking questions such as the following: Does anyone in your family have a favorite team? What is the name of the stadium where that team plays? Read the title and author. Children may know that the title is similar to the song that fans sing at games: “Take Me Out to the Ball Game.” Tell them that this story is realistic fiction—it could happen in real life, but the author made it up.

Introduce the Text
Guide children 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 children that this story is about a boy named Evan and his grandfather who are both big baseball fans.
Suggested language: Turn to page 2 of this book. Evan’s grandpa loves famous old Shea Stadium where a team called the Mets play, but the ballpark is going to be torn down. How does Grandpa probably feel about that?

Page 4: Grandpa asks Evan: “Would you want to see a game at Shea Stadium before it’s gone?” Look at the picture. What is Evan’s answer? How do you know that?

Page 5: Tell children that in this picture Grandpa and Evan watch the Mets practice. Why must baseball players practice before the game begins? Did you know that a baseball game usually has nine innings, but if the score is tied, the game goes into extra innings? Why might fans like to see a game with extra innings?

Page 9: Point out the players running round the bases. Here are Grandpa and Evan at another baseball game. The sentences read: The crowd roared and cheered.
What can happen during a baseball game that gets fans that excited?
Now turn back to the beginning of the book and read about the different ballparks where Grandpa and Evan watch baseball games.

Target Vocabulary

- **cheered** – shouted in happiness and excitement, p. 5
- **curb** – the place where the sidewalk meets the edge of the road, p. 6
- **extra** – more than what is usual or needed, p. 5
- **final** – last or at the end, p. 9
- **hurried** – tried to finish something or get somewhere quickly, p. 5
- **position** – the way in which a person is placed, p. 9
- **practice** – do an activity many times to get better at it, p. 5
- **roared** – made a loud, deep noise, p. 9
Read
Have children read *Take Me Out to the Ballpark* silently while you listen to individual children read. Support their problem solving and fluency as needed.

Remind children to use the Visualize Strategy to picture what is happening as they read.

Discuss and Revisit the Text

Personal Response
Invite children to share their personal responses to the story.

**Suggested language:** What have you done with a relative that is like what Grandpa and Evan did? In what ways were your experiences like theirs?

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

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
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<tbody>
<tr>
<td>• Grandpa and Evan see the Mets play at Shea Stadium.</td>
<td>• Fans love their teams and the ballparks their teams play in.</td>
<td>• The author included facts about baseball teams and stadiums in a fiction story.</td>
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<tr>
<td>• They take a summer trip to other old ballparks—Fenway Park in Boston and Wrigley Field in Chicago.</td>
<td>• Different cities have famous ballparks.</td>
<td>• The author chose to write about games that were especially exciting.</td>
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<tr>
<td>• They return home to plan next summer’s trip to new ballparks.</td>
<td>• Grandparents do special things for their grandchildren.</td>
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Choices for Further Support

- **Fluency** Invite children to choose a passage from the text to read aloud. Remind them to show the characters’ feelings as they read what the characters say.

- **Comprehension** Based on your observations of the children’s reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind children 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 children that looking for smaller words in a compound word is one way to figure out a longer word. Have children reread the second paragraph on page 10 to find four compound words, write them, and use a dividing line to show the two words in each compound word (*down/town, out/side, home/run, roof/tops*).
Writing about Reading

Critical Thinking
Have children complete the Critical Thinking questions on BLM 17.8.

Responding
Have children 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

Sequence of Events  
Tell children that the events in a story happen in a certain time order, or sequence. Readers think about the sequence of events to understand what happens first, next, and after that. Model the skill, using a “Think Aloud” like the one below:

Think Aloud

I can use the words first, next, and then to sum up what happens on page 5 of the book. First, Evan and Grandpa arrive at Shea Stadium. Next, they watch the Mets practice. Then they watch the Mets win the game.

Practice the Skill
Have children find and list three events that happen on page 6, in the correct sequence.

Writing Prompt: Thinking Beyond the Text
Have children write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the story.

Assessment Prompts

• On page 8, Grandpa squeezed Evan’s hand. What does squeezed mean in that sentence?
• How does Evan feel about going to games with Grandpa?
English Language Development

Reading Support Pair English-speaking and English language learners so that they can check their understanding with each other.

Idioms Help children understand idioms that may be unfamiliar, such as tear down (page 2), was torn down (page 3), I'm in (page 4), and crowd went wild (page 5).

Oral Language Development
Check children's comprehension, using a dialogue that best matches their English proficiency level. Speaker 1 is the teacher, Speaker 2 is the child.

<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 Grandpa's grandson? Speaker 2: Evan</td>
<td>Speaker 1: What is Shea Stadium? Speaker 2: It is the baseball park where the New York Mets played. Speaker 1: What other teams do Grandpa and Evan watch? Speaker 2: They see games played by the Boston Red Sox and the Chicago Cubs.</td>
<td>Speaker 1: Why does Grandpa want to take Evan to a game at Shea Stadium? Speaker 2: Grandpa is sad that Shea Stadium will be torn down. He wants to visit it again and show Evan what it is like.</td>
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</tbody>
</table>

Responding
Sequence of Events
What is the order in which Evan and Grandpa visit the ballparks? Copy the chart and fill in the other two ballparks.

Text to Text: What other stories have you read about sports? Imagine you are playing one of those sports. Write a fictional narrative paragraph about playing in an important game.

Think About It
Read and answer the questions.
1. What do Evan and Grandpa do in the story?
   - They visit old ballparks.

2. Why do you think people like old ballparks like the ones in the story?
   - Possible response: The ballparks are fun places to watch games and remember people of the past.

3. Why do you think Evan and Grandpa have so much fun?
   - Possible response: They see many baseball games, and they get to spend time together.

Making Connections
Compare Grandpa to someone you know. How are they the same? How are they different?
Write your answer in your Reader's Notebook.
Think about the questions below. Then write your answer in one paragraph.

On page 14 of *Take Me Out to the Ballpark*, Evan says to Grandpa, “What if we visit new baseball parks.” How will visiting new parks be different from visiting the very old parks that Grandpa knew? What will be the same?

________________________________________________________________________

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________________________________________________________________________
Think About It

Read and answer the questions.

1. What do Evan and Grandpa do in the story?

2. Why do you think people like old ballparks like the ones in the story?

3. Why do you think Evan and Grandpa have so much fun?

Making Connections  Compare Grandpa to someone you know. How are they the same? How are they different?

Write your answer in your Reader’s Notebook.
## Take Me Out to the Ballpark

**LEVEL K**

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Late one Sunday afternoon, Grandpa was reading the sports page. Evan was trying to do his homework. But he couldn’t think because Grandpa was grumbling. “Grandpa, what’s the matter?” asked Evan. “They are going to tear down shea Stadium soon,” said Grandpa. “It’s a great old baseball park. I remember when it opened back in 1964.”</td>
<td></td>
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<tr>
<td>3</td>
<td>Grandpa chuckled to himself. “I sound just like my dad, Great-Grandpa Jim. Ebbets Field was his favorite ballpark. He loved watching the Dodgers play there.”</td>
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</tr>
</tbody>
</table>

### Comments:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>☺</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>◦</td>
<td>1</td>
</tr>
</tbody>
</table>

### Accuracy Rate

\[
\text{Accuracy Rate} = \left( \frac{\# \text{ words read correctly}}{81} \times 100 \right)\%
\]

### Self-Correction Rate

\[
\text{Self-Correction Rate} = \left( \frac{\# \text{ errors} + \# \text{ Self-Corrections}}{\# \text{ Self-Corrections}} \right)
\]