

Book Talk
Jackie & Me

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5th Grade

February / Black History Month

Jackie and Me Book Talk Lessons

Lesson #1 Chapters 1&2

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.1 Identify and interpret meaning of multiple meaning words used in text

R5.A.1.4 Identify Main Idea and relevant supporting details from the text

R5.A.1.3.2 Cite evidence from the text to support generalizations

R5.A.1.6.1 Identify and describe the genre of text intended purpose

Teach and talk about vocabulary words utilizing the **Bumper Sticker Method**:

snickered	sportsmanship	converging
smirked	prejudice	endorse
homogenized	suspiciously	ambush
uncanny	hesitant	sharecropper
guffaw		

From whose point of view is the book written? What is the author's purpose?

Comprehension Questions:

- What special power does Joe have?
- What does Joe need to travel back in time to meet Jackie Robinson?
- Why did the teacher warn Joe about his report?
- How did the teacher get the kids interested in doing an oral report?
- Why did Joe's class have to do an oral report?

Extended writing response:

Joe was suspended from little league indefinitely because of his unsportsmanlike conduct. Explain why this was fair or unfair based on what the other team was doing at that time. What would you have done if you were Joe? Cite evidence from the book to support your response.

Note:

Learning Focus Strategy: Bumper Sticker Method

Write a bumper sticker for a car that describes the key ideas or definition of the vocabulary word or lesson

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Lesson #2 Chapters 3, 4 & 5

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.5 Summarize key details from the text

R5.A.1.2.1 Prefix and Suffix

Chapter 3

Read chapter 3 **aloud** to the class

- Talk about real photos within fiction text

Vocabulary: traumatized, homogenized, embroidered

Chapter 4

Do a **choral reading** within chapter 4: on page 21 only a million....

Chapter 5

Start chapter 5 off **reading to the class** then explain to them Napoleon... Have the students **complete the reading with partners**.

Discuss the chapter questions using the **Snowball Fight learning strategy**.

Discussion Questions:

- What happened to Jackie Robinson's first professional baseball team?
- What happened to Flip's baseball collection when he was a child?
- Why is Flip given that name?
- What shocked Joe as he was walking along with Dan Bankhead?
- What mistake did Joe make when talking to Dan?
- Flip lends Joe the Jackie Robinson card for nothing. Explain why this was amazing.

Extended Writing Response:

According to Joe, why is time travel different for him than in the movies? Use examples from chapter 5 to support response.

Notes:

Learning Focus Strategy: Snowball Fights

Pose a question on the board or post a question. Ask students to answer it, but not to put their names on their papers. Then they wad up the paper and toss the “snowball” (either in a box or to a designated center spot). Then the teacher can either select answers from the tossed snowball pile to read or students can get one of the tossed balls from the pile. The teacher then calls on one of the students for the answer (most likely they won’t have their own and will feel comfortable answering).

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Lesson #3 Chapters 6&7

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.3.2 Cite evidence from the text to support generalizations

R5.A.1.4 Identify Main Idea and relevant supporting details from the text

R5.A.1.5 Summarize key details from the text

* **Review vocabulary** through the chapters: turnstile, mythical, assertive, humiliated, and forthcoming

Chapter 6

Ask for volunteers to begin reading the chapter.

On **page 37**, Joe says that Jackie, " looked like he had taken the weight of every African-American in the country on his shoulders." What do you think Joe meant by this statement?

Chapter 7

Begin reading the chapter by selecting pages out of a basket. (Page numbers will be written on small sheets of paper for students to select, some may be blank depending on how many pages there are to read) Students will have 5 minutes to look over their page before beginning!

Choral reading on page 54... "We the undersigned players."

Review Questions:

- How much did a hotdog with everything on it cost in 1947?
- What happened when Joe went to the ball park with Jackie?
- What did Ant give Joe do before the game?
- What surprised Joe about Jackie Robinson when he first met him?

Extended writing response:

(Graphic Organizer: Venn Diagram)

Compare and contrast Jackie Robinson and Joe Stoshack. Describe one way they are similar and two ways they are different. Use examples from the text to support your response.

Note:

Graphic Organizer: Venn Diagram for extended writing response

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Lesson #4 Chapters 8

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.1 Identify and interpret meaning of multiple meaning words used in text

R5.A.1.1.2 synonym & antonym used in text

R5.A.1.3 .1 Make inferences and draw conclusions based on information from the text

R5.A.1.3.2 Cite evidence from the text to support generalizations

R5.A.1.4 Identify Main Idea and relevant supporting details from the text

R5.A.1.5 Summarize key details from the text

Read Chapter 8 **aloud within the circle group** and discuss the questions that are generated throughout the reading process.

Review and **pre-teach vocabulary** during the chapter: rotunda, effortlessly

Before Reading: Inference – Discuss the Photo and why he lingered around instead of going out (pg. 59)

Visualizing at the beginning of the chapter pulls the reader in and wants to read more....

Purpose for reading: Ask the students work as a team to *identify the simile* on page 55. Discuss the importance.

Debrief the conversation on page 61 with the guy from Alabama....

Discussion Questions:

Why was Jackie standing around and not practicing?

Whose hand hurt and why?

What is a butterfly girl?

Extended writing response:

In chapter 8 the author refers to the African American fans differing from the white fans by stating – “it wasn't just skin color.” Give three examples from the book that separates the fans.

Note:

Learning Focus Strategy: “Dear Student Letter”

Write a letter to an absent student, parent or teacher telling him/her ---(the point of the lesson, the steps in the process, the details learned through the lesson, answer a prompt, etc.) A variation could be “Dear Teacher” or “Dear Citizen/Voter” (depending on the purpose of the learning or the topic)

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Lesson #5 Chapters 9&10

R5.A.1.3 .1 Make inferences and draw conclusions based on information from the text

R5.A.1.3.2 Cite evidence from the text to support generalizations

R5.A.1.4 Identify Main Idea and relevant supporting details from the text

R5.A.1.5 Summarize key details from the text

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.6.2 Identify and describe examples of the text that support its intended purpose

Pre-teach vocabulary words utilizing the **word splash** method as well as define and shine:

turnstile, mythical, assertive, humiliated, forthcoming, translated, wandering, promotions, Meshuga, cordial, wearily razzed, crumpled, intimidated, composure, consciousness

Introduce the chapters with a brief recap of previous days extended response.

Break into **small groups** of 3-4 to read chapter 9.

Have an open discussion regarding the questions below as a **precursor to chapter 10**

- How would you describe the relationship between Ant and Joe?
- Why does sequence play a part within chapter 9 and where?
- After playing a great game why didn't Jackie hang with the team?

Do a **carousel activity** with the students answering the questions from chapter 10

- How was Brooklyn different then Louisville and Manhattan?
- What advice did Joe give Flip Valentini?
- What is the significance of Joe meeting The Bond Bread Guy?

Extended writing response:

In chapter 9 & 10 the text refers to the color barrier being broken. Cite three examples from the text that support how the color barrier has been broken.

Note:

Learning Focus Strategy: Carousel Brainstorming Activity

On chart paper around the room (or in paper that is passed around groups), ask small groups of students (3-4) to respond to a question or statement posed at the top of the paper. After a short period of time, student groups move on to another piece of chart paper/topic, and read what has been written about that topic and add to or respond to it.

Key Reminder... Ahead of time prepare the chart paper around the room and also set a timer for the students to keep them moving.

Learning Focus Strategy: Word Splash (reference lesson #10)

Lesson #6 Chapter 11

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R5.A.1 Understand fiction appropriate to grade level

R5.A.1.1 Identify and interpret meaning of multiple meaning words used in text.

R5.A.1.4 Identify Main Idea and relevant supporting details from the text

R5.A.1.3.2 Cite evidence from the text to support generalizations

Review the previous days extended response. Explain that the next chapter is full of *problems that occur on the ball field*. Have the students do a **turn and talk** about the problems that might occur.

Read the chapter with the students until the bottom of page 88. Then have the students read in partners.

Discussion Questions:

- On page 94 what happens on the field that makes the crowd gasp?
- Why weren't the Dodgers staying in the normal Ben Franklin Hotel?
- What is the significance of the letter and how did Jackie react to it?

Extended writing response

In the text Ant thinks Joe is from the future because of these two things..... What are they? Now pretend that you are Joe and you can travel back in time choose one item from the present to bring with you and explain why you choose that specific item.

Lesson #7 Chapters 12& 13

R5.A.1 Understand fiction appropriate to grade level

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R5.A.1.1 Identify and interpret meaning of multiple meaning words used in text.
R5.A.1.4 Identify Main Idea and relevant supporting details from the text
R5.A.1.3.2 Cite evidence from the text to support generalizations

Review the previous day's lesson with the extended response.

Read **chapter 12** within the circle group and discuss the confrontation with Ant wanting to rip the card... What could possibly happen? *Think-Pair-Share*

Read **chapter 13 with partners....**

After reading, have the discussion questions posted/written on the board, chart paper or SMART Board. Have partners complete the discussion questions and write the answers on a **sticky note** and stick underneath the appropriate question.

Discussion Questions:

- What was it that Joe did to make himself look the part especially with Ant before he went back to the 40's?
- How did he react to his mother and why?
- What was the significance of the part when Joe went back to Flip's card store?

Extended writing response:

On page 104, Joe says that he has let his father down by not returning with the suitcase full of baseball cards. Do you agree or disagree that Joe let his father down? Why or why not? Give two details to help support your response.

Lesson #8 Chapter 14

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.1 Identify and interpret meaning of multiple meaning words used in text

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R5.A1.4 Identify Main Idea and relevant supporting details from the text
R5.A1.3.2 Cite evidence from the text to support generalizations

Pre-teach the vocabulary words...

transfixed	exasperated
astonished	Pennant
corridor	inevitably
composure	anticipated
commotion	hallucinating
sacrifice	frustrated

Review the previous written response and discuss how to answer an opinion question and support the answer with text.

Teach a *mini-lesson* on the *passing of time with a text*.

Talk about how the next chapter is going to spin into another direction six months later. October the month of the World Series!

Have the student's group read (3-4 students) the chapter 14 and discuss the chapter.

Extended Written Response:

Written Response Carousel Activity

Each assigned group is to come up with an extended response question for chapter 14. The next morning the tables will switch prompts and answer based on the text.

Note:

Learning Focus Strategy: Written Response Carousel Activity

Reference lesson #5 above

Lesson #9 Chapter 15

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.1 Identify and interpret meaning of multiple meaning words used in text

R5.A1.4 Identify Main Idea and relevant supporting details from the text

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R5.A1.3.2 Cite evidence from the text to support generalizations

Have groups **exchange writing prompts** and answer the prompts as a *whole group*.

Photo analysis (page 114): The House that Ruth Built!

Discuss character development and change and the importance of how people change when put into situations.

Read the chapter **aloud with circle group**

- Who is Dan Bankhead?

Extended writing response:

In Chapter 15, when Joe enters the Dodgers' clubhouse during the World Series, he says he almost didn't recognize the team. How has the mood of the team changed since his first visit? What do you think is the reason for this change? Please give three points of evidence from the text to support how the mood of the team has changed.

Lesson #10 Chapters 16 & 17

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.1 Identify and interpret meaning of multiple meaning words used in text

R5.A1.4 Identify Main Idea and relevant supporting details from the text

R5.A1.3.2 Cite evidence from the text to support generalizations

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Pre-teach vocabulary words: Word Splash

tranquilizer	instinctively
psychological	infiltrate
disguising	lunatic
segregation	discrimination
intentionally	retaliated
dignity	bracing

Then do and **interactive read-aloud** (teacher reads) of chapter 16 and discuss the situation that occurs while they are out eating lunch.

- Who do you think took the suitcase?
- What was strange about Frank's in Harlem?
- What else happened after they found out the suitcase was missing?

Have the class **partner read** chapter 17...

Discussion Questions:

- What did Joe give his dad in place of the suitcase gone missing?
- How did his dad react?

Go back and **recheck predictions of the vocabulary** words before completing the extended writing response

Extended writing response:

Choose between chapter 16 or 17 and rename the chapter. You must give three reasons to support your response.

Note:

Learning Focus Strategy: Word Splash

A word splash is a collection of terms or concepts from a reading or other activities which students are about to see or hear. Words and terms are “splashed” on a page or overhead, preferably at angles. Students come up with complete statements connecting two or more of the words or phrases. They predict how the words might relate to the reading or activity. Students then read or do the activity. Afterwards, they check their predictions against what is read, heard or viewed.

Lesson #11 Chapters 18 & 19

R5.A.1 Understand fiction appropriate to grade level

R5.A.1.1 Identify and interpret meaning of multiple meaning words used in text

R5.A.1.4 Identify Main Idea and relevant supporting details from the text

R5.A.1.3.2 Cite evidence from the text to support generalizations

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Start with chapter 18 discussing how Joe is feeling now...

- Did Joe do well on his report why or why not?
- What did Joe say he used for research on Jackie Robinson?

Read chapter 18 aloud....

Read the rest of the book **chapter 19 aloud** and debrief the book.

Read the **after note** with the class!

Extended writing response:

Joe has had two confrontations with Bobby Fuller- one at the beginning of the story and one at the end of the story. Using specific examples from the book, show what you believe Joe learned from Jackie fighting back. Hint: You may want to re-read parts of chapter 7 and 11.

Other Writing Prompts:

Identify one person who supports Jackie Robinson during the season and tell what the significance is with that person to support Jackie.

In your own words, explain why you think it was harder for Jackie to believe in Black

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History Month than time travel.

In the beginning on page 142, the author explains that the real Dodgers' batboy was not exactly like Ant, the batboy in the story. How was the real batboy different? Why do you think the author chose to change some of the details in the book and not others?