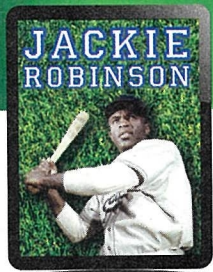
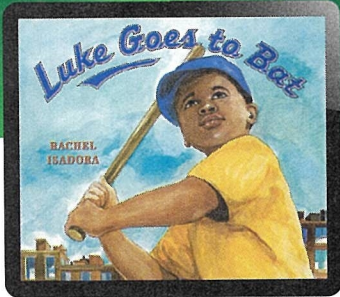


Lesson

17



Q LANGUAGE DETECTIVE

Talk About Words

Work with a partner.
Choose two Vocabulary
words. Use them in
the same sentence.
Share your sentences
with the class.

Vocabulary in Context

- ▶ Read each **Context Card**.
- ▶ Make up a new sentence that uses a Vocabulary word.

1

practice

If you **practice** hitting the baseball every day, your hitting will get better.



2

hurried

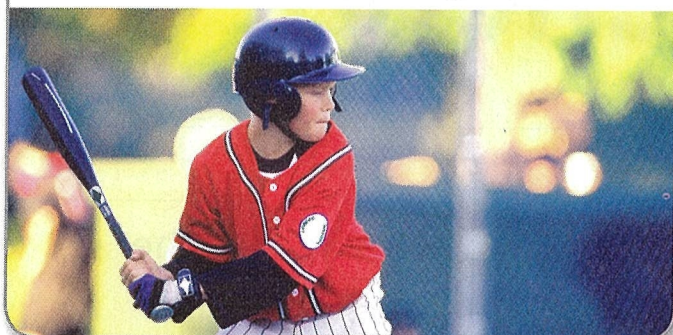
The soccer player **hurried** to stop the ball. He moved fast.



3

position

The batter is in **position** to hit the baseball.



4

roared

The crowd **roared** loudly as the player caught the ball.



5

extra

The **extra** players for the football team sat on the bench.



6

curb

After skating, the girl rested on the **curb** outside her house.



7

cheered

The audience clapped and **cheered** as the player scored a goal.

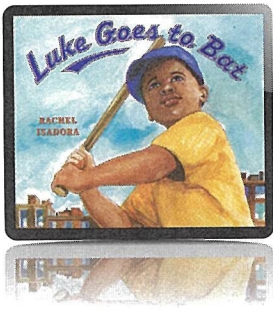


8

final

When the game ended, the **final** score was four to two.

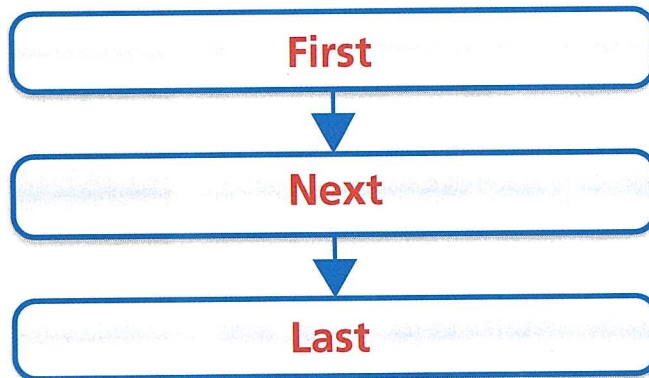




Read and Comprehend

✓ TARGET SKILL

Sequence of Events In *Luke Goes to Bat*, the author tells about Luke and the things that happen to him one summer. The order in which events happen is called the **sequence of events**. Putting these events in order in a chart like the one below can help you understand the story.



✓ TARGET STRATEGY

Visualize As you read, use text evidence to picture what is happening. This will help you understand and remember important ideas and details.

PREVIEW THE TOPIC

Never Give Up

What happens when you learn something new? Sometimes doing something new is hard at first. You should keep trying, though. Think about the things that you can do now that were difficult at first. You learned many of the things you can do today by doing them over and over.

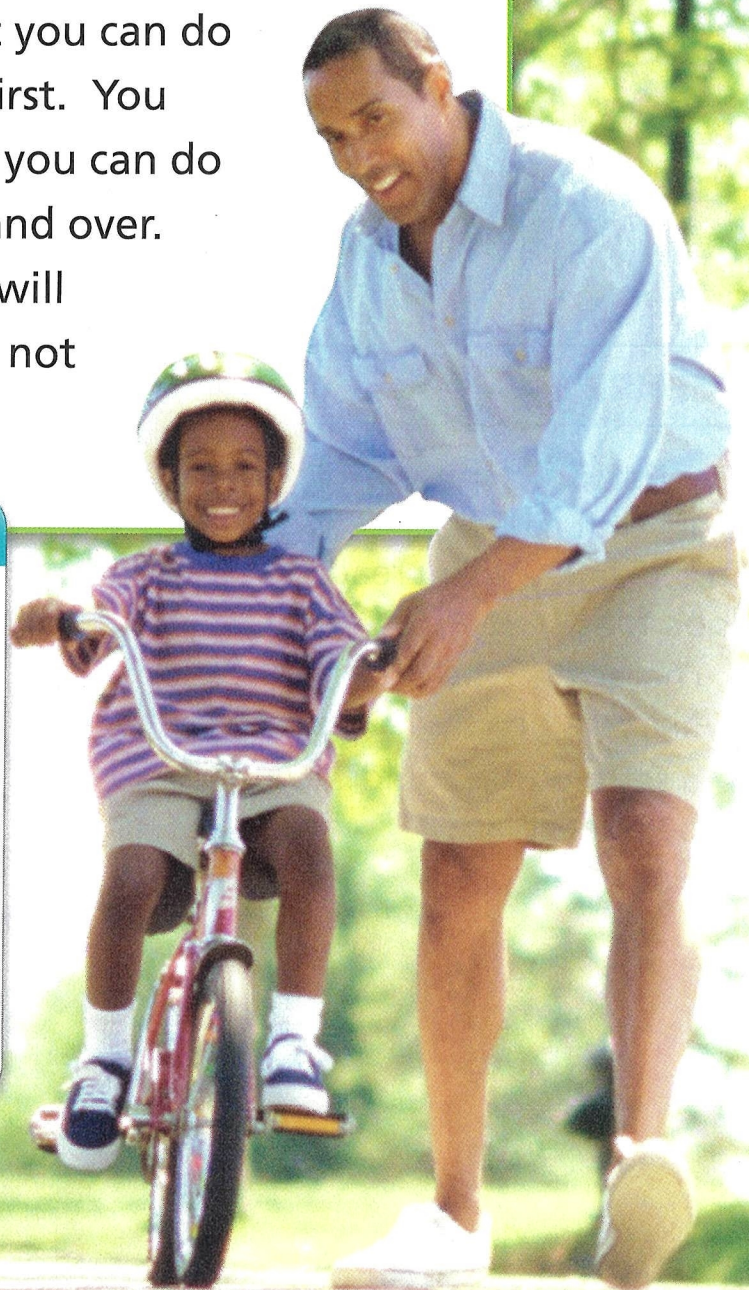
In *Luke Goes to Bat*, you will read about a boy who does not give up.



Talk About It

How does practicing a new skill help you? Share your ideas with the class.

- ▶ Take turns speaking.
- ▶ Listen carefully to others.
- ▶ Ask questions if you don't understand.



Lesson 17

ANCHOR TEXT



✓ GENRE

Realistic fiction is a story that could happen in real life. As you read, look for:

- ▶ characters who act like real people
- ▶ a setting that could be a real place

MEET THE AUTHOR AND ILLUSTRATOR

Rachel Isadora



Rachel Isadora grew up wanting to be a ballerina. She was so shy that she wouldn't dance in front of her class until she had practiced the steps in an empty room. Later, she injured her foot and couldn't dance anymore.

She decided to become an artist instead. Today, Ms. Isadora writes and illustrates children's books about ballet, music, and baseball.



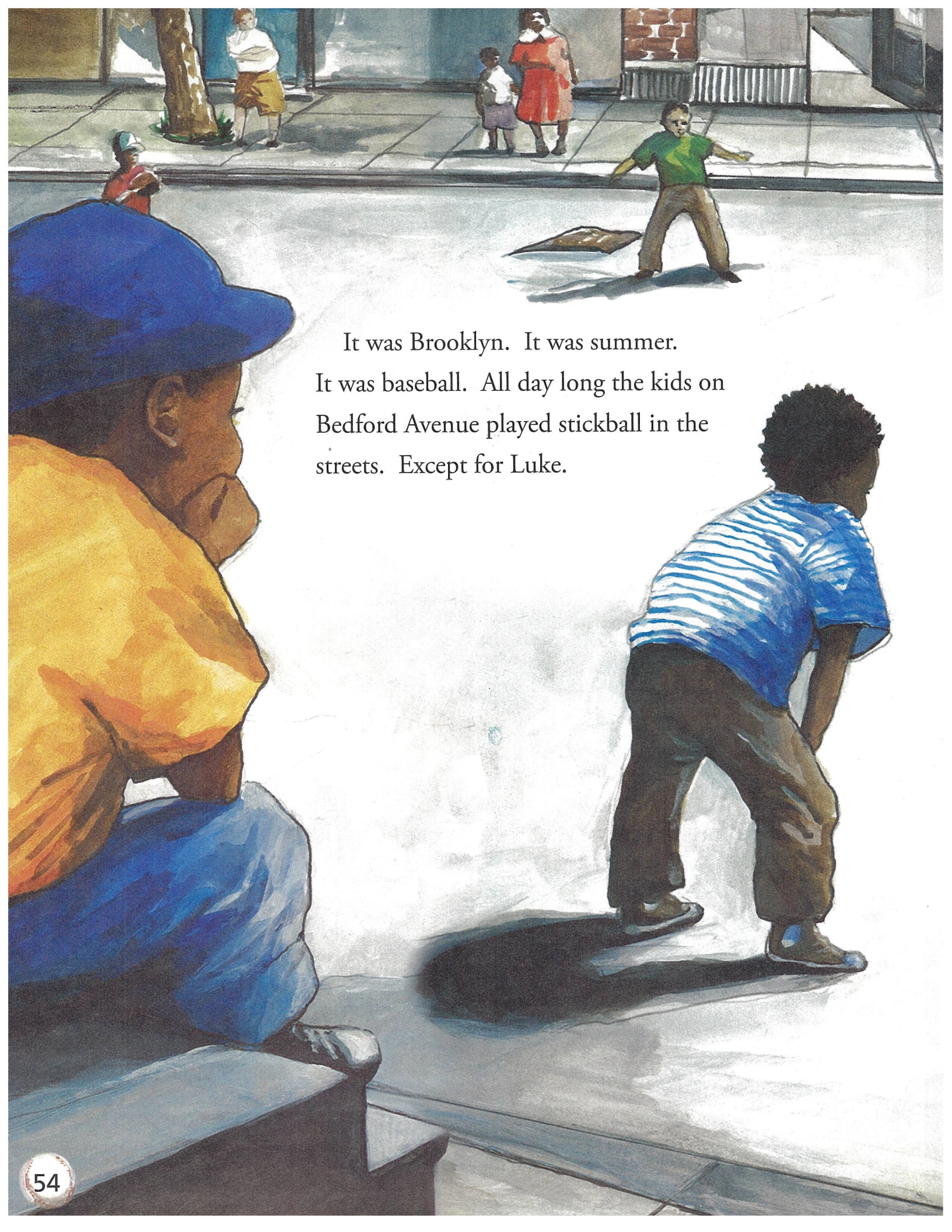
LUKE GOES TO BAT

by Rachel Isadora



ESSENTIAL QUESTION

Why is it important
to keep trying even if
something is difficult
to do?



It was Brooklyn. It was summer.
It was baseball. All day long the kids on
Bedford Avenue played stickball in the
streets. Except for Luke.



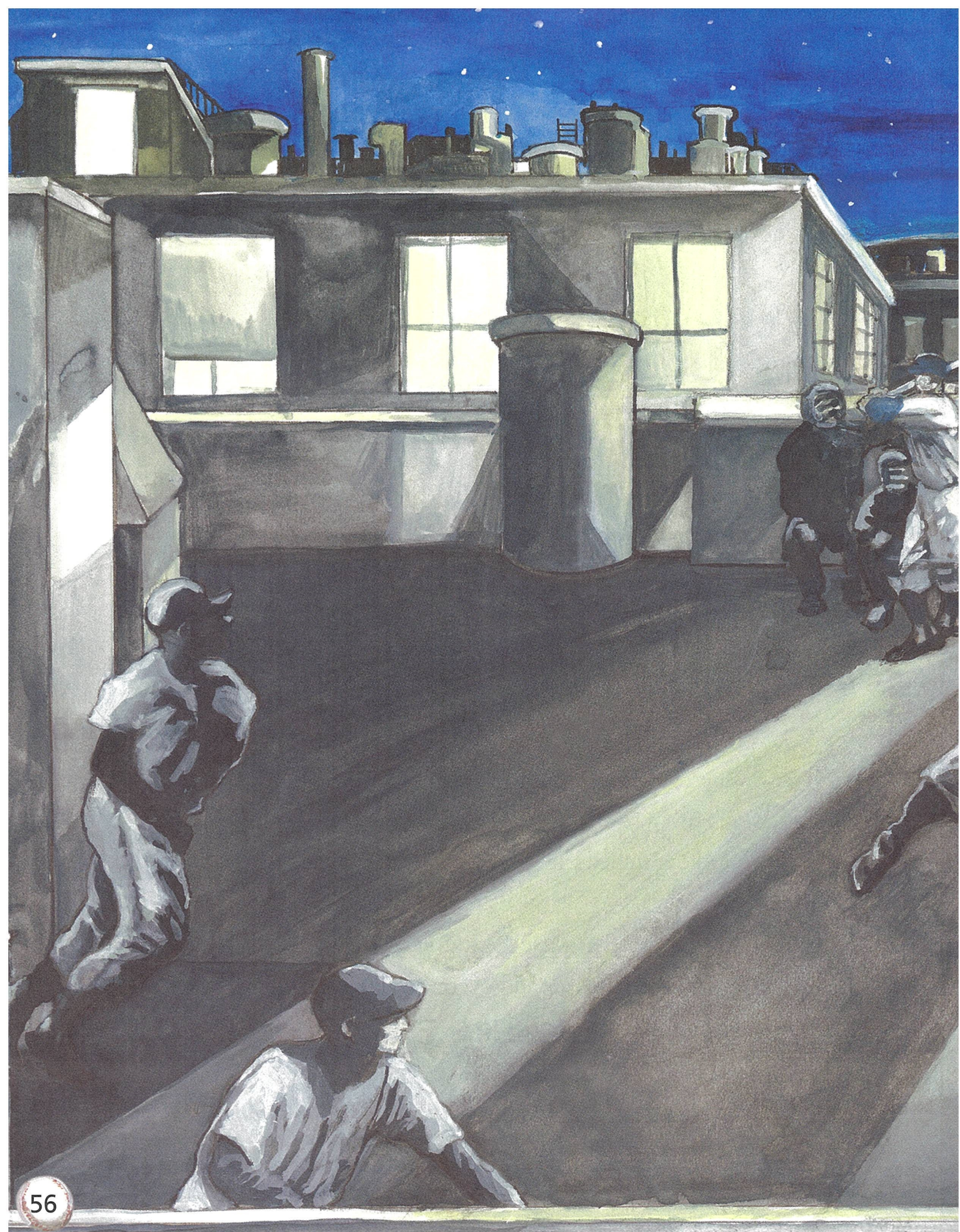
“When you’re older,” his big brother, Nicky, told him.

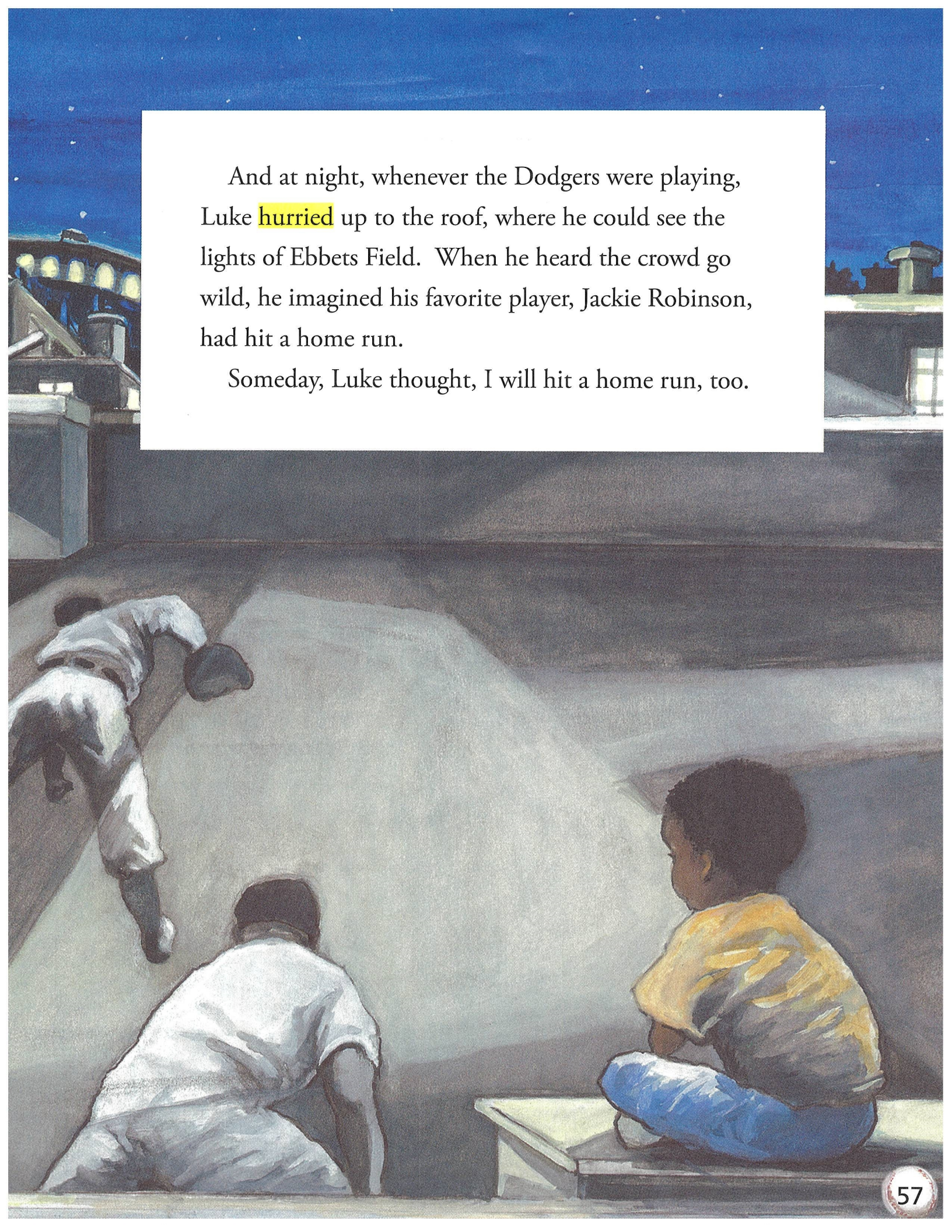
“He’s just a squirt,” one of the other kids said, laughing.

So Luke watched the games from the **curb**, and then he’d **practice**.

He threw a ball against the wall next to the deli. He practiced his swing over and over again. He ran as fast as he could up and down the block.

He wanted to be ready when it was time.



The background of the page is a painting of a city at night. In the upper left, a stadium with glowing lights is visible against a dark blue sky. In the foreground, a young boy with dark skin, wearing a yellow shirt and blue pants, is sitting on a ledge, looking towards the left. Two men in white uniforms and caps are also on the ledge; one is leaning forward, and the other is sitting with his back to the viewer. The scene is dimly lit, with the primary light source being the stadium lights in the distance.

And at night, whenever the Dodgers were playing, Luke hurried up to the roof, where he could see the lights of Ebbets Field. When he heard the crowd go wild, he imagined his favorite player, Jackie Robinson, had hit a home run.

Someday, Luke thought, I will hit a home run, too.

Finally, one morning, the team was short a player.

“Franky had to go to his aunt’s!”

“Who we gonna get?”

“Hey,” said Luke, “what about me?”

Everyone was quiet.

“Aw, come on,” said his brother.

“Give him a chance.”

“We got nobody else.”

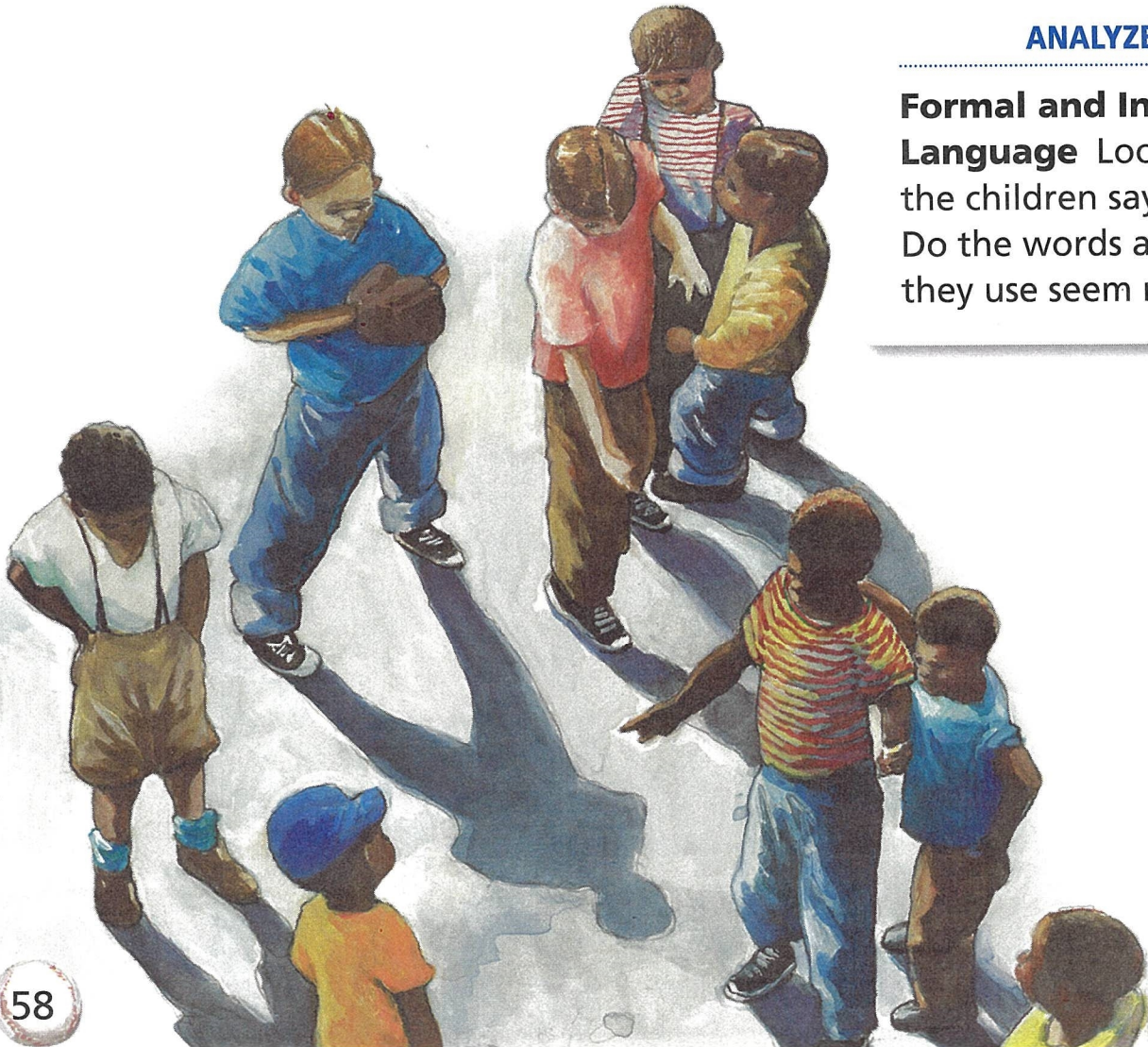
“He better not mess up.”

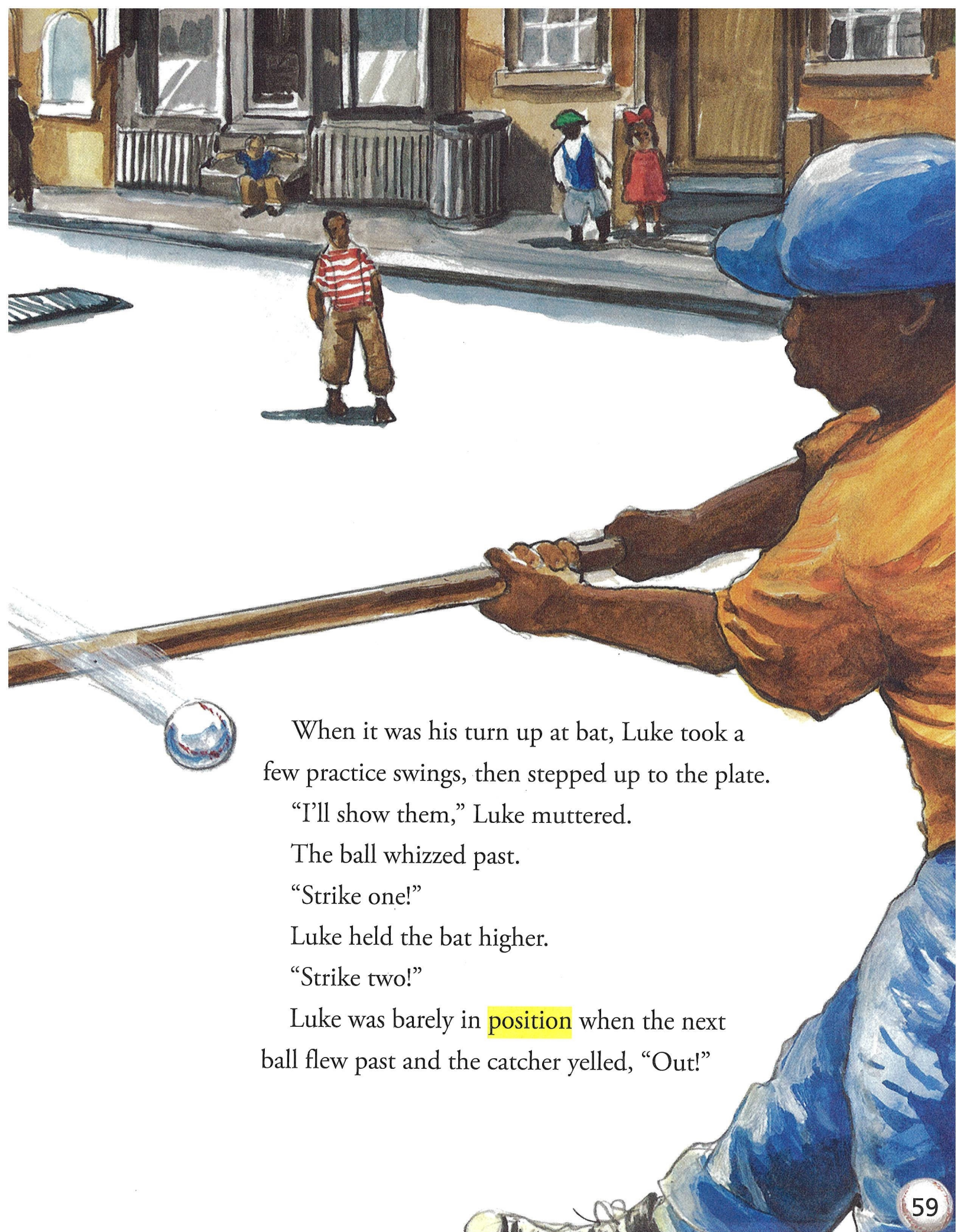
They put him in left field. No balls came his way,
so he just stood there.

ANALYZE THE TEXT

Formal and Informal

Language Look back at what the children say to each other. Do the words and phrases that they use seem real? Explain.





When it was his turn up at bat, Luke took a few practice swings, then stepped up to the plate.

“I’ll show them,” Luke muttered.

The ball whizzed past.

“Strike one!”

Luke held the bat higher.

“Strike two!”

Luke was barely in **position** when the next ball flew past and the catcher yelled, “Out!”



“You stink,” Luke heard.

He got up to bat one more time but struck out again.

“Sometimes it just goes that way,” his brother told him.

Franky came back in the afternoon, so Luke spent the rest of the day on the curb. He was sure they’d never let him play again.

Grandma was in the kitchen when he got home.

"I finally got a chance to play with the team," Luke told her.

Grandma could tell that the game hadn't gone well. "Not everyone plays like Jackie Robinson all the time," she said. "Not even Jackie Robinson."

Luke didn't smile.

"By the way," Grandma said, "are you doing anything tomorrow night?"

Luke shrugged.

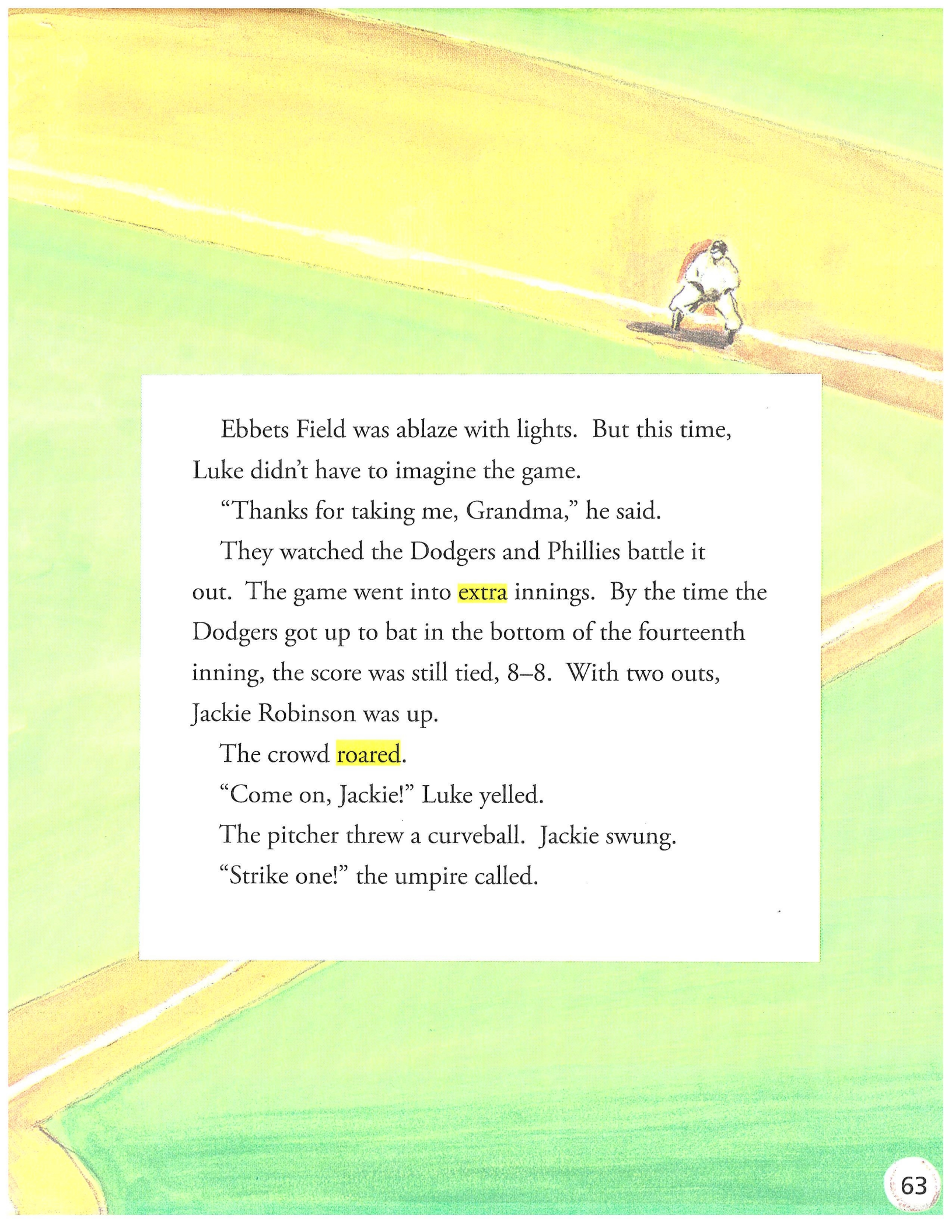
"Well, if you're so busy, someone else will have to go with me to the game at Ebbets Field."

"What? You mean a real game?"

Grandma held up two tickets.







Ebbets Field was ablaze with lights. But this time, Luke didn't have to imagine the game.

"Thanks for taking me, Grandma," he said.

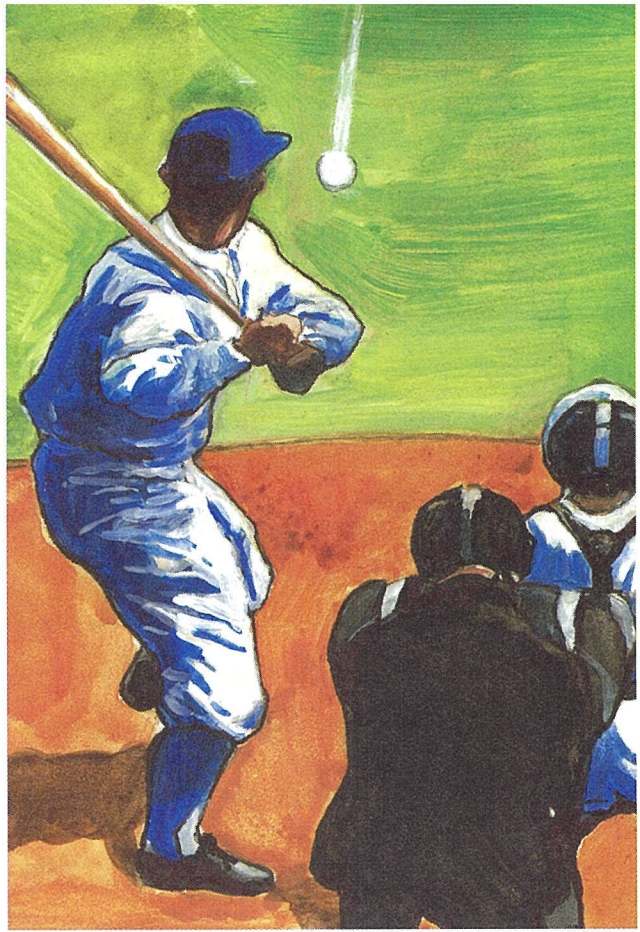
They watched the Dodgers and Phillies battle it out. The game went into **extra** innings. By the time the Dodgers got up to bat in the bottom of the fourteenth inning, the score was still tied, 8–8. With two outs, Jackie Robinson was up.

The crowd **roared**.

"Come on, Jackie!" Luke yelled.

The pitcher threw a curveball. Jackie swung.

"Strike one!" the umpire called.



The pitcher wound up. He threw a fastball and Jackie missed.

“Strike two!”

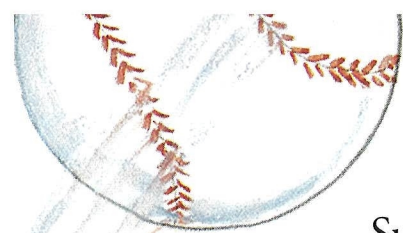
Three balls followed.

All eyes at Ebbets Field rested on Jackie. The Dodgers could still win.

Luke shouted with the crowd. “Give it to ’em, Jackie! You show ’em!”

Jackie looked around from under his cap, then dug his feet into the dirt.

The pitcher began his windup. “You can do it, Jackie,” Luke whispered. “You can do it.”



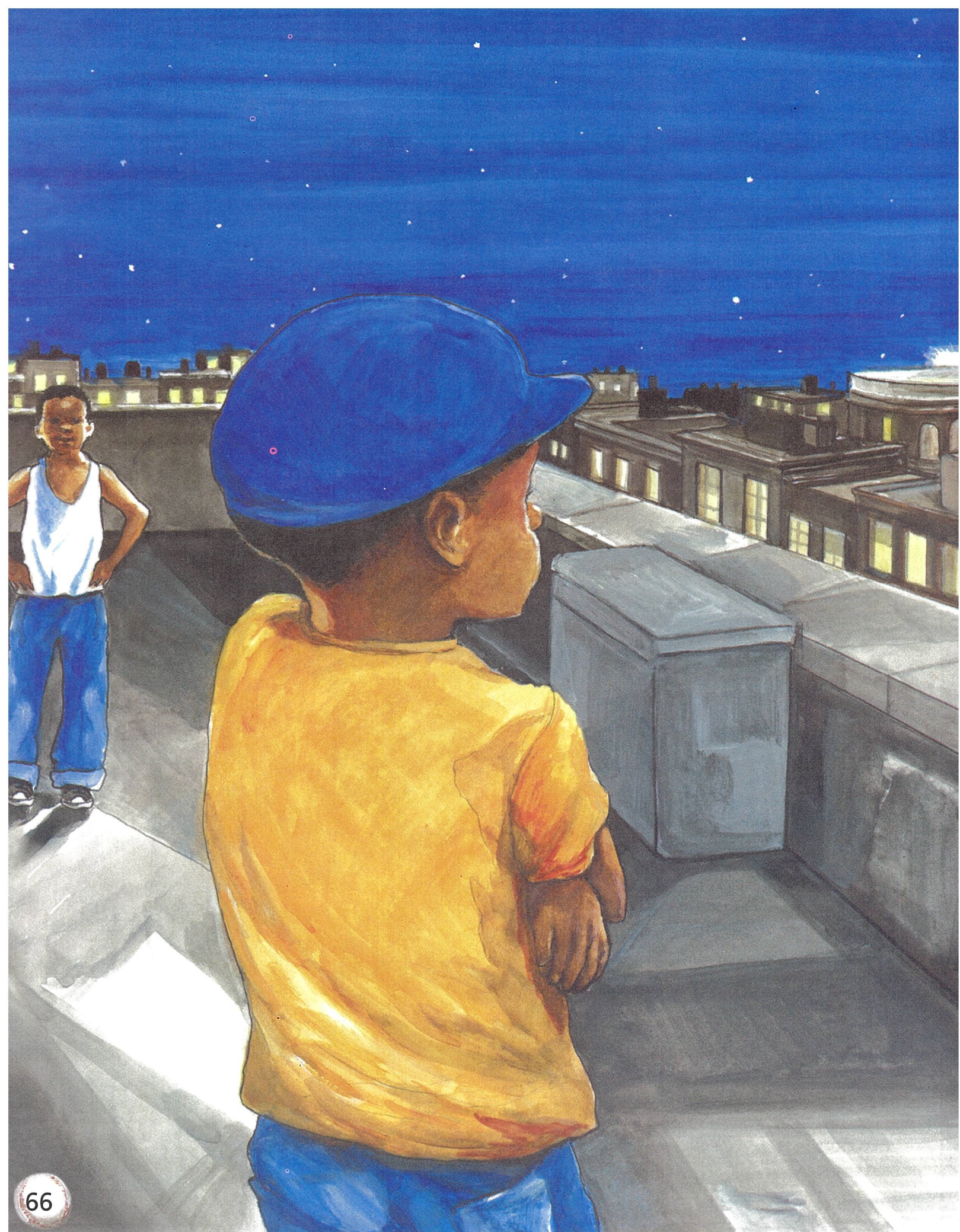
Suddenly, Luke heard the loud crack of a bat. When he looked up, the ball was flying over his head, flying over the scoreboard, flying over the walls of Ebbets Field! The crowd went wild!

Luke stood up on his seat and **cheered**, "You showed 'em, Jackie!"

"What a game!" Grandma said. "See, you can't give up. Even Jackie Robinson's got to keep trying."

Luke didn't answer.







When Luke got home, he ran up to the roof. The lights were going out at Ebbets Field.

“Come on down! It’s bedtime!” Nicky called.

Just then, Luke saw a ball lying on the ground.

“Look!” he said, picking it up. “This is the home run ball that Jackie Robinson hit tonight!”

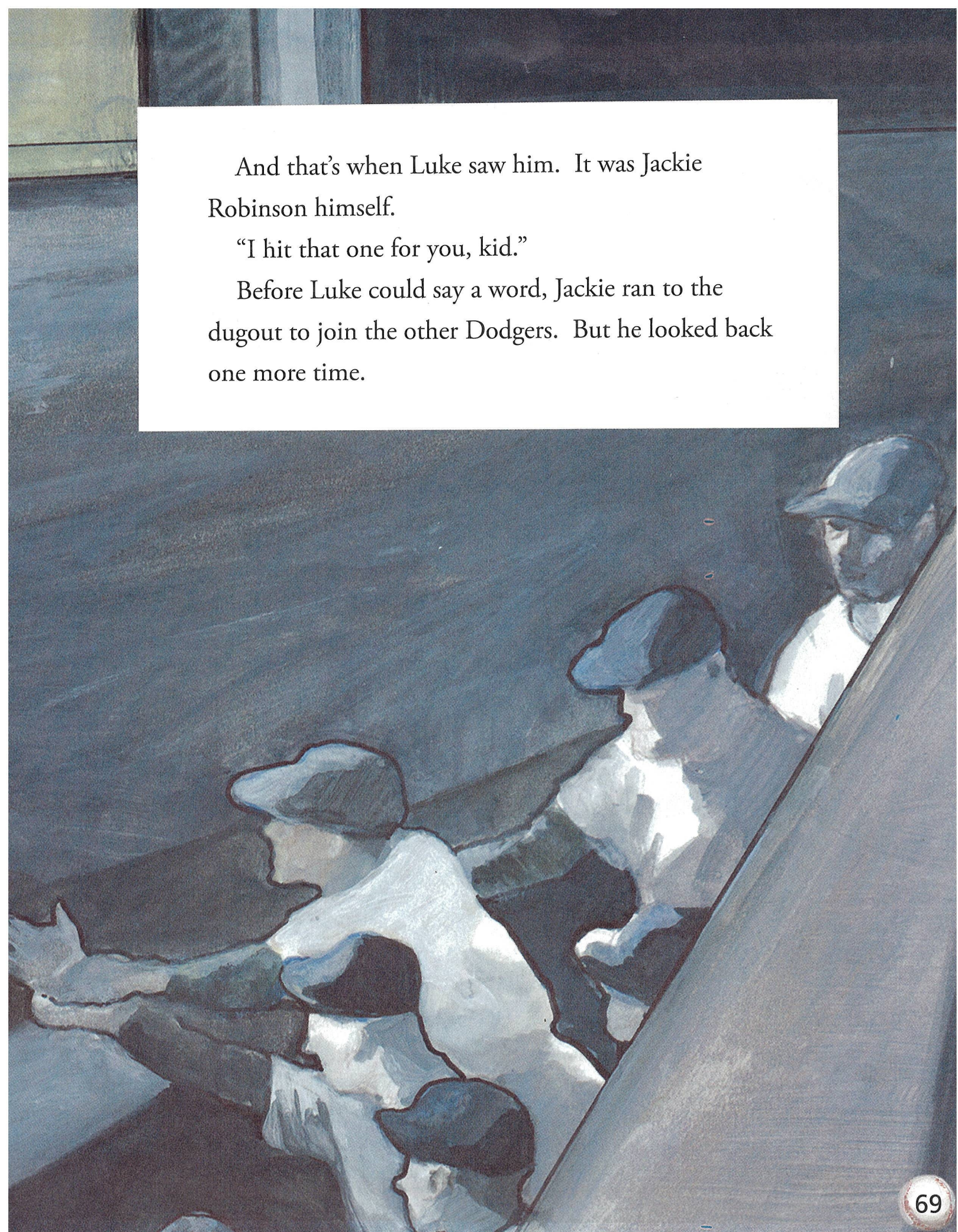
“Naw. That’s just some old ball a kid hit up on the roof,” Nick said, laughing, as he went downstairs.



And that's when Luke saw him. It was Jackie Robinson himself.

"I hit that one for you, kid."

Before Luke could say a word, Jackie ran to the dugout to join the other Dodgers. But he looked back one more time.

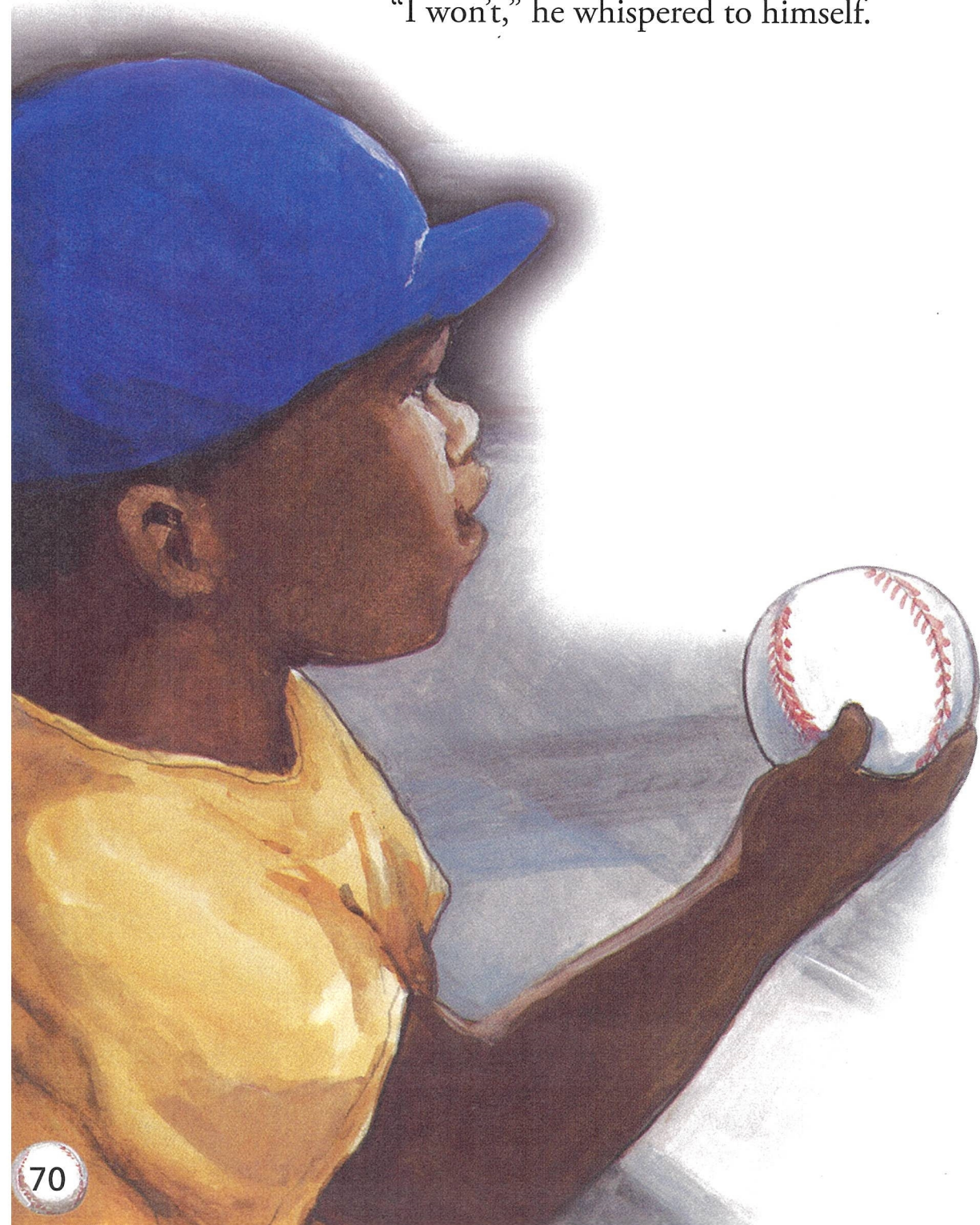


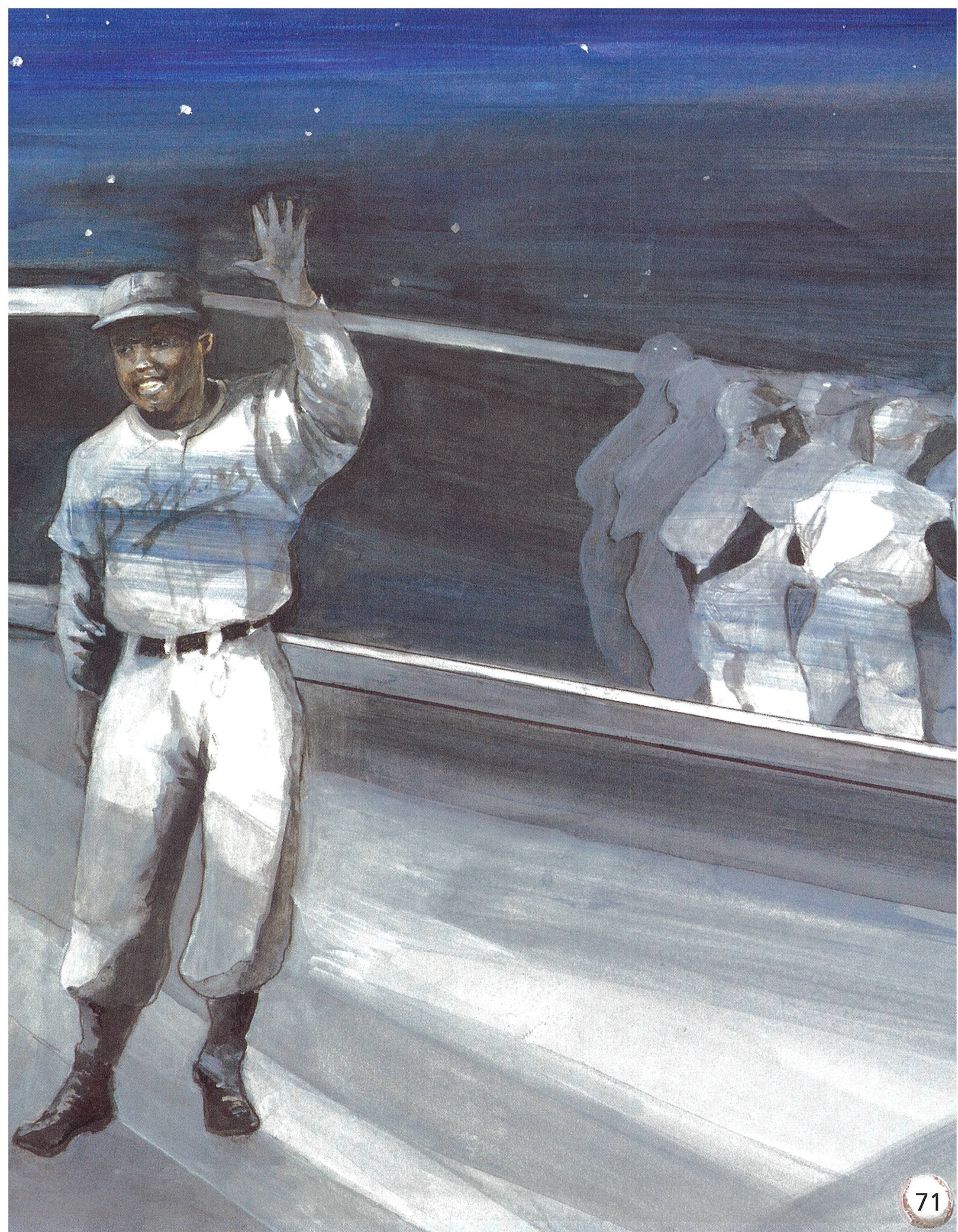
“Hey, kid,” he said. “Your grandma was right.
You can’t give up.”

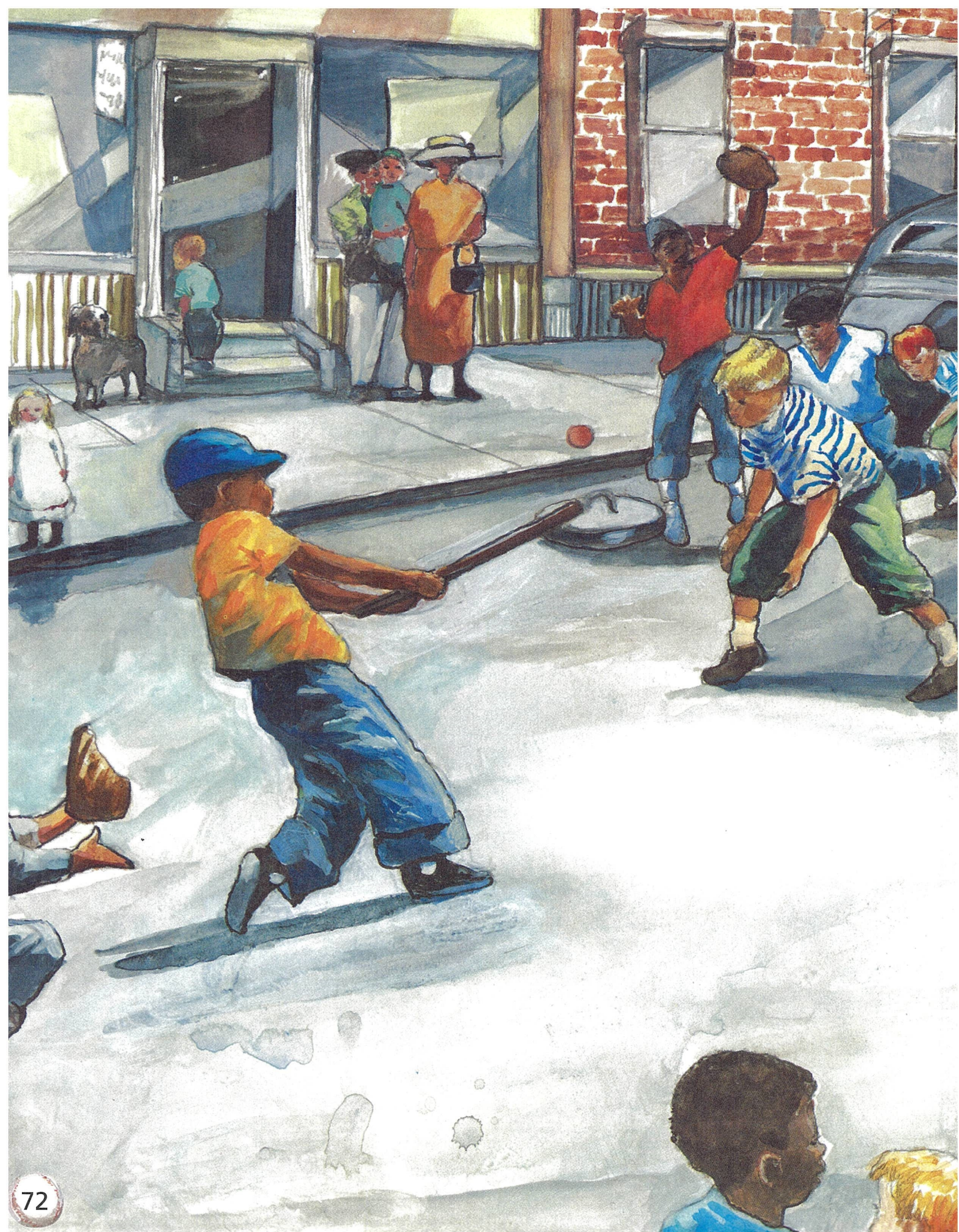
“Thanks, Mr. Robinson.”

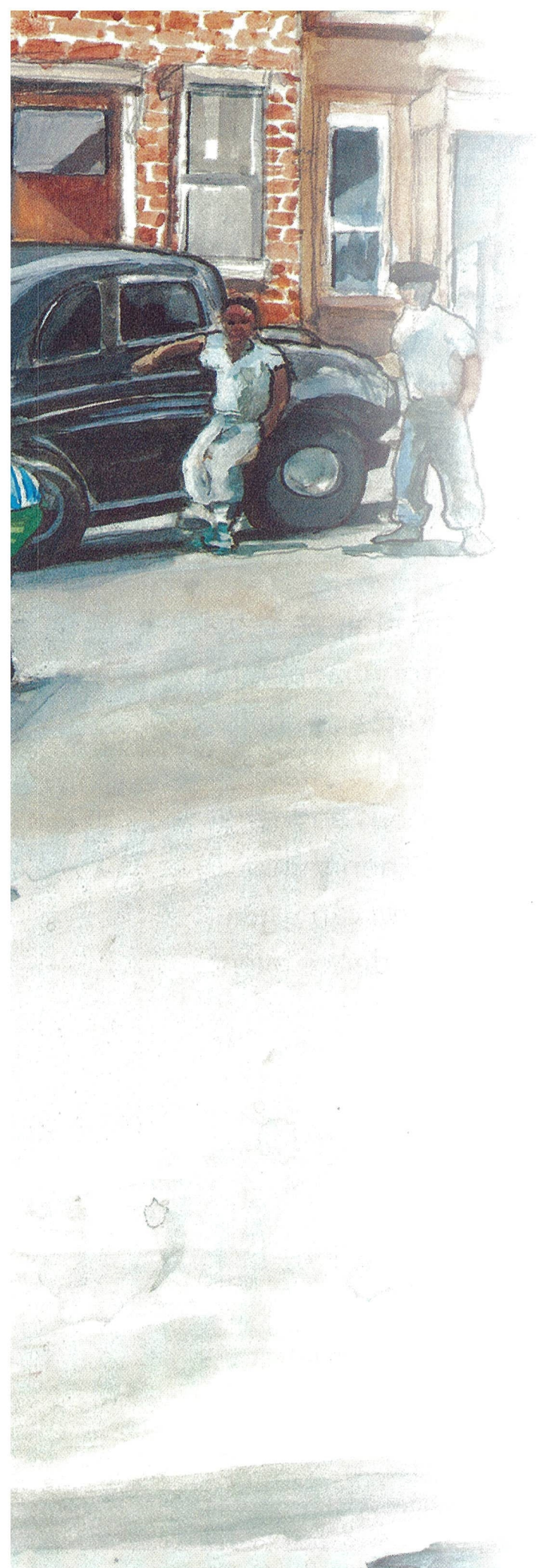
The **final** lights went out at Ebbets Field. Luke
looked down at the winning ball and smiled.

“I won’t,” he whispered to himself.





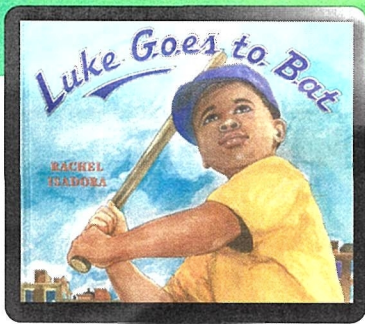




And he didn't.

ANALYZE THE TEXT

Sequence of Events Think about the story's events. What lesson does Luke learn?



Dig Deeper

Use Clues to Analyze the Text

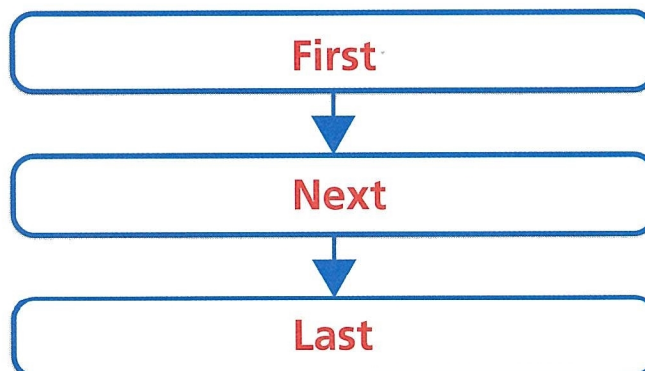
Use these pages to learn about Sequence of Events and Formal and Informal Language.

Then read *Luke Goes to Bat* again. Use what you learn to understand it better.

Sequence of Events

Luke Goes to Bat is about events that happen to a boy named Luke. The events in the story happen in order. Knowing the **sequence of events** can help you understand the story.

As you read, think about what happens and what the characters learn from the events. Then think about the lesson that you can learn. You can use a chart like the one below to show the order of events.



Formal and Informal Language

Authors write **dialogue** to show what characters say. Sometimes the way a character speaks is **formal**, or follows correct grammar rules. Sometimes it is **informal**, or more relaxed. In *Luke Goes to Bat*, the boys sometimes use informal language as they talk to each other. An author uses formal and informal language to make what the characters say seem real.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Why is it important to keep trying even if something is difficult to do? Take turns

sharing your ideas. Use text evidence from *Luke Goes to Bat* to support what you say. Ask questions if you need more information about what your partner says.



Classroom Conversation

Now talk about these questions with the class.

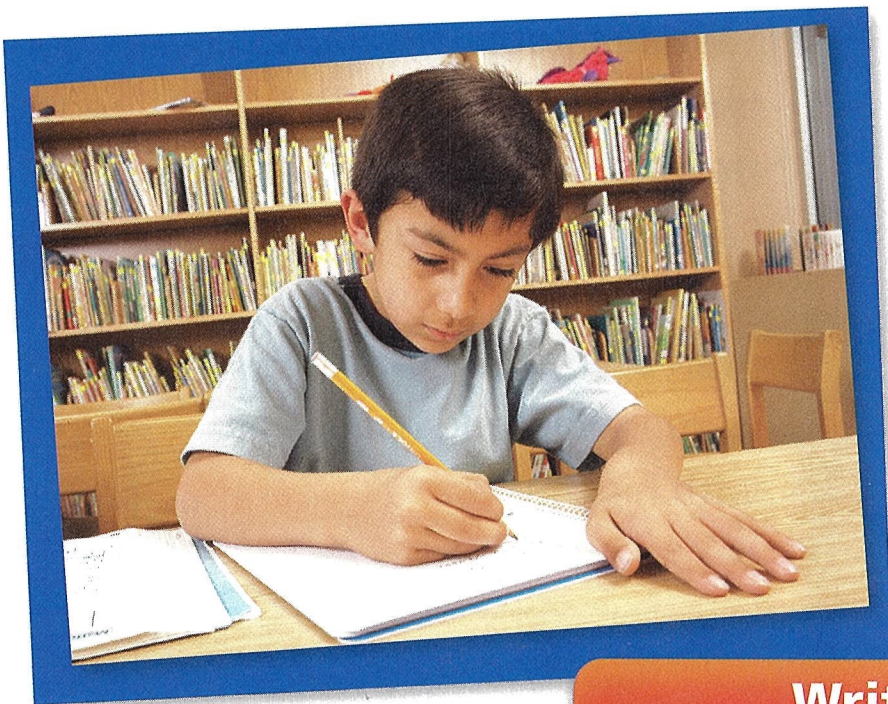
- 1 What lesson does Luke learn?
- 2 How does it help Luke to see Jackie Robinson almost strike out?
- 3 What might happen the next time Luke plays baseball with his friends? Use text evidence to explain your answer.

Performance Task

WRITE ABOUT READING



Response Look back at pages 66–71. How do the pictures show you what is real and what Luke is imagining? Does this help you understand the story? Write a paragraph to explain what you think.

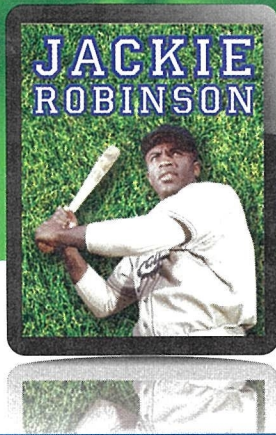


Writing Tip

Remember that a pronoun can take the place of a noun. Use a pronoun instead of using the same noun over and over.

Lesson 17

INFORMATIONAL TEXT



✓ GENRE

Informational text gives facts about a topic. This is a website.

✓ TEXT FOCUS

A **website** is an online collection of pages about a topic. As you read, pay attention to how the website looks. Which parts would help you move to another part of the website?

JACKIE ROBINSON

Young Jackie

Jackie Roosevelt Robinson was born on January 31, 1919, in Cairo, Georgia. He and his family soon moved to Pasadena, California.

Jackie was good at sports, even as a young boy. He loved to run, play, and have fun with his friends.



Jackie was the youngest child in a family of athletes.

Jackie Grows Up

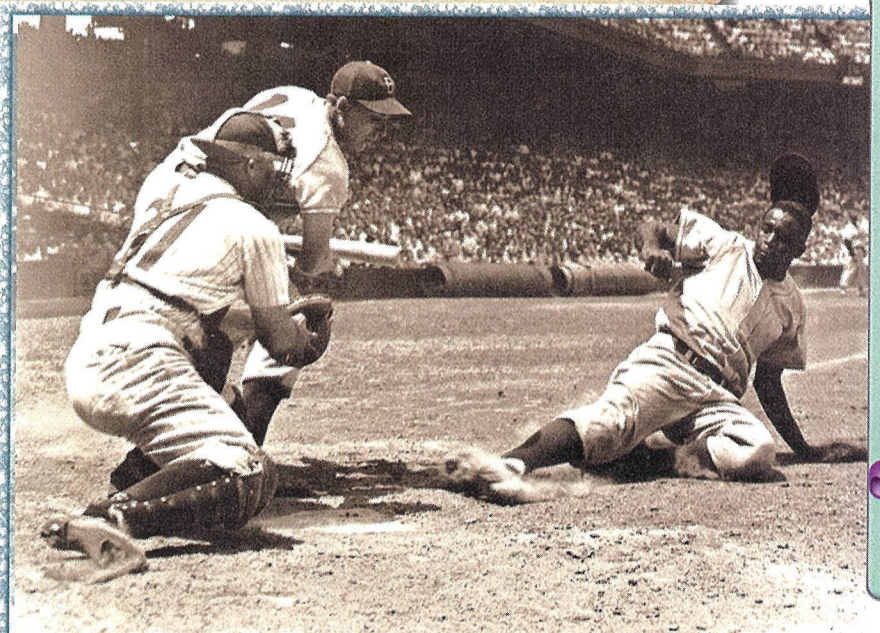
In high school and college, Jackie didn't sit on the curb and watch others play sports. He would practice a lot. Jackie was good at football, baseball, basketball, and track. Fans cheered for him when he played.

Into the Major League

In 1947, Jackie became the first African American to play Major League Baseball. Before that time, African Americans were not allowed to play in the major leagues.

Jackie played for the Brooklyn Dodgers. The position he played was second base. Fans would stay to watch him if a game went into extra innings. They roared when the team won.

Jackie was famous for stealing bases. In this photo, he hurried to get to home plate.





File

Edit

View

Favorites

Tools

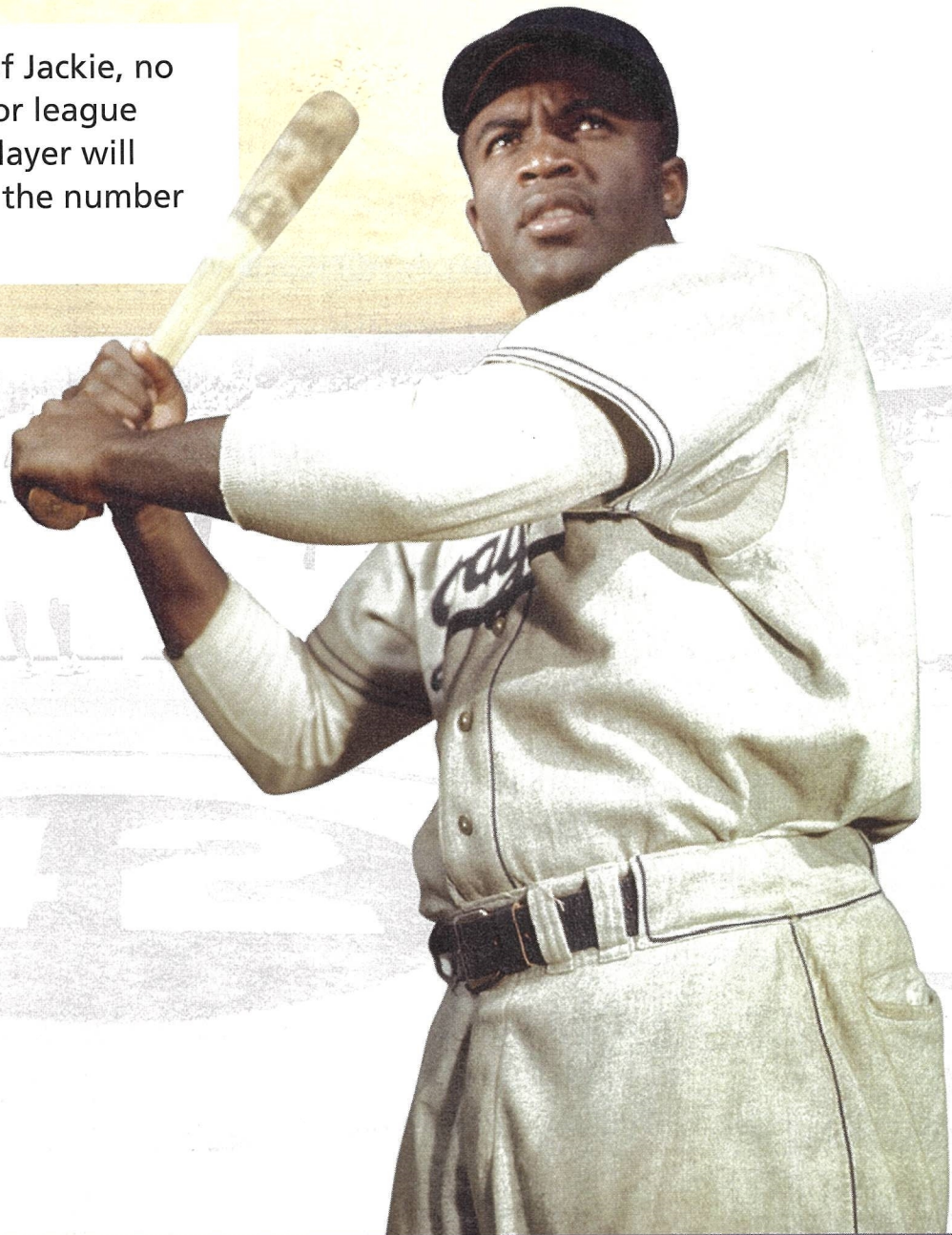
Help

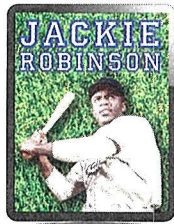
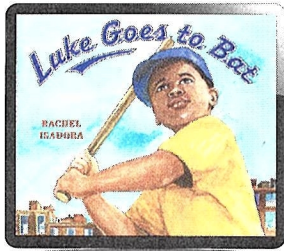


Jackie Retires

Jackie played his final game on September 30, 1956. After that, he worked hard to change laws that were unfair to African Americans.

In honor of Jackie, no other major league baseball player will ever wear the number 42 again.





Compare Texts

TEXT TO TEXT

Share Differences Think about why the authors wrote *Luke Goes to Bat* and *Jackie Robinson*. How is the author's purpose for writing the story different from the author's purpose for making the website? Share your ideas with a partner.



TEXT TO SELF

Write a Story Have you ever worked hard to get good at something the way Luke did? Write sentences about your experience.



TEXT TO WORLD

Connect to Technology Luke watched baseball at Ebbets Field. How might seeing a game in person be different from seeing it on television? Share your opinion with a partner.



Grammar

Pronouns and Verbs A **verb** can name an action that is happening now. A **pronoun** can tell who or what is doing the action. If the pronoun *he*, *she*, or *it* comes before a verb that tells about now, add -s or -es to the verb. If the pronoun *we*, *I*, or *they* comes before a verb that tells about now, do not add -s or -es.

Add -s or -es to Verb	No Change to Verb
He hits the ball.	We hit the ball.
She catches the ball.	I catch the ball.
It breaks the window.	They break the window.

Try This!

Choose the correct verb to complete each sentence. Then write the sentence correctly.

- 1 We (watch, watches) the game.
- 2 She (play, plays) well.
- 3 They (buy, buys) new bats.
- 4 It (roll, rolls) toward second base.

Edit your writing carefully. Make sure the verbs that go with the pronouns have the correct endings.



Singular Pronoun and Verb

He looks at the ticket.

She pitches to the batter.

Plural Pronoun and Verb

We walk to the seats.

They watch the game together.

Connect Grammar to Writing

When you edit your story paragraph, be sure you have written the correct verb to go with each pronoun.

Narrative Writing



✓ **Development** Dialogue is what the characters say in a **story**. Dialogue can show what your characters are like.

Nick drafted a story about a girl who meets her favorite writer. Later, he added dialogue to show how his characters act and how they feel.

Revised Draft

Writing Checklist

- ✓ **Organization**
Do things happen in a way that makes sense?
- ✓ **Development**
Did I use dialogue to tell what the characters are like?
- ✓ **Elaboration**
Do the words I chose show how the characters feel?
- ✓ **Conventions**
Did I use different types of sentences?

"There he is!" Tonya shouted.

^ Today, Tonya was going to meet her hero. Shane Jonas

was signing his books at the

bookstore. Shane wrote stories

about Tik and Tak. Tonya had

read them all.

"Hi," Shane said as

^ Tonya and her dad walked

"What's your name?" Then he up to the table. ~~Shane Jonas~~

^ reached out to shake her hand.

Tonya and Her Hero

by Nick Haswell

"There he is!" Tonya shouted. Today, Tonya was going to meet her hero. Shane Jonas was signing his books at the bookstore. Shane wrote stories about Tik and Tak. Tonya had read them all.

"Hi," Shane said as Tonya and her dad walked up to the table. "What's your name?" Then he reached out to shake her hand.

"I'm Tonya, and this is my dad," Tonya said. "I love your books!"

"I love to hear that," Shane replied. After that he smiled and wrote a long note in her book.

Reading as a Writer

How does dialogue show more about the characters? Where can you add dialogue in your story?

I added dialogue to tell more about what my characters are like.

