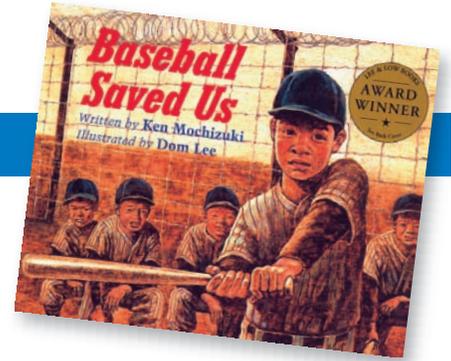


Baseball Saved Us



A RIF GUIDE FOR EDUCATORS

Themes: Sports, Japanese American Culture, Family, Perseverance, WWII

Grade Level: 4th to 5th grade

Book Brief: For a young Japanese-American boy sent to an internment camp during World War II, baseball becomes a way to escape his unhappy surroundings.

Author:
Ken Mochizuki

Illustrator:
Dom Lee

Content Connections:
Social Studies, Writing

TIME TO READ!

BEFORE WE READ, LET'S LOOK AT...

The Cover: Look at the front and back covers and ask questions. "Where are these children we see on the cover? What do you notice about the fence in the background? What do you think the title *Baseball Saved Us* means?"

The Pictures: Take a brief picture walk through the text. "How do the pictures change throughout the text? Look at the first few pictures and then the last few—what differences do you notice? How do the pictures help you guess the setting of the story?"

Prior Knowledge: Build background knowledge by reading the author's note at the front of the text. Discuss with students the events that led up to

Japanese-American internment camps. Locate some of these camps on a map. What would it feel like to have your freedom taken away? You might also want to give a brief overview of some of the rules and terminology of baseball to help students follow the action in the story.

Vocabulary: barbed wire, stalls, barracks, sagebrush, irrigation

Purpose for Reading: Students can practice using their inner voices to ask questions and talk to the text. Provide sticky notes or reading response journals for recording. "As we read, think about questions or comments you have about the story or for the author. Write them down as they pop into your head. We will discuss them after we read."

WHILE WE READ

MONITORING COMPREHENSION

- ◆ What does this camp make you think of?
- ◆ Why doesn't Teddy want to obey his father?
- ◆ Have you ever felt that you didn't belong or fit in?

- ◆ How would it feel to have someone watching you all the time?
- ◆ What if the boy hadn't hit the ball over the fence? How might his teammates have treated him? Is that fair?

LET'S THINK ABOUT

Our Purpose: Revisit the purpose: "When good readers read, they talk to the text. What types of questions or comments did your inner voice make today while we were reading?"

Extending Our Thinking: Ask these open-ended questions: "How does name calling affect a person? Does playing a team sport always bring people together? Can you think of other ways different people can learn to get along? What do you think the guard was thinking while watching the game?"

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



PROUDLY SPONSORED BY ★macy's
©2011 Reading Is Fundamental, Inc.

Reading Is
Fundamental