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# Activity Guide

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## Baseball Saved Us

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This Live Oak Readalong can be correlated to the following Common Core Anchor Standards (CCSS):

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

R.10: Read and comprehend complex literary and informational texts independently and proficiently.

SL.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

The accompanying activities can be correlated to the following Common Core Anchor Standards:

R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

R.3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

W.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## BEFORE LISTENING

### *About the Book*

In the Japanese internment camps of the 1940s, there was little for young people to do. One group decided to play baseball to pass the time. This book tells about the way baseball helped the Japanese endure their time in the camps and later adjust to life outside the camps.

### *Activate Prior Knowledge/Build Background*

Ask children if they have ever heard about the Japanese internment camps set up the United States in the 1940s to separate Japanese and Japanese-Americans from the rest of the population. Tell them that many Japanese people were removed from their homes and sent to these camps because the government feared that they would support the Japanese war effort. Encourage discussion about this event. Explain that the book they will read is about one of these camps.

## AFTER LISTENING

### Standards-Linked Activities

#### *Listening/Speaking*

**CCSS: R.1, R.2, R.3, R.7; SL.1, SL.2**

Ask children the following questions about the book. Call on volunteers to respond orally.

- a. How did Shorty feel about being in the camp?
- b. What was happening to Shorty's brother during his time at the camp?
- c. Why did Shorty's father decide to start a baseball team?
- d. What was the cause of Shorty's big hit?
- e. How did baseball change Shorty's life outside the camp?

### **Vocabulary**

**CCSS: R.4; L.3, L.4, L.6**

Write these words and sentences on the chalkboard. Have children copy the sentences and write the correct word from the board in each blank.

irrigation    barracks    championship    bleachers    infield

1. People sat in the \_\_\_\_\_ to watch the baseball games.
2. Water from the \_\_\_\_\_ ditch flooded onto the dry ground.
3. Players in the \_\_\_\_\_ called out to the batters.
4. Shorty and his family had to sleep in \_\_\_\_\_.
5. Shorty's home run helped his team to win the \_\_\_\_\_.

### **Social Studies: The Internment Camps**

**CCSS: R.2; W.2, W.7, W.9**

Have children work in small groups to find out about Japanese internment camps in the United States during World War II. Ask each group to focus on a particular camp and find out where it was, when it was established, how long it existed, and how many people were held there. Groups can write brief reports on what they learn.

### **Physical Education: Baseball Players**

**CCSS: R.2; W.7, W.9; SL.4**

Divide the class into nine groups, and have each group focus on one baseball position to research: catcher, pitcher, shortstop, first base, second base, third base, right field, center field, or left field. Groups can look in books about baseball to find out about their position's responsibilities and can learn about two or three great players in that position. Encourage groups to share their information orally with the rest of the class.

### **Language Arts: A Letter from the Camp**

**CCSS: W.4, W.9; SL.4**

Ask children to imagine they are in Shorty's place in the camp. Have them write a letter to a friend outside the camp, describing how they feel about being in the camp and what life there is like. Children can read their letters aloud to the group when they are finished.

### **Social Studies: Pearl Harbor**

**CCSS: R.2; W.2, W.7, W.9**

As the book mentions, the lives of many Japanese changed after the attack on Pearl Harbor. Have children work with partners to find out what happened at Pearl Harbor. Ask them to write a brief report explaining the events of December 7, 1941.

### **On the Internet: Baseball and the Camps**

**CCSS: W.8; SL.4**

*Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.*

Have children use the keywords *Japanese internment camps* AND *baseball* to find out more about the role of baseball in the camps. Ask them to jot down notes on the information they find and, if possible, to print out any pictures they locate. Children can share their findings orally with the rest of the class.