

Focus Question:

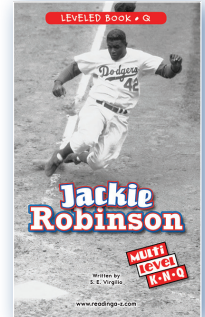
How did Jackie Robinson change history?

Book Summary

Text Type: Nonfiction/Biography

Baseball is known as America's pastime, and many people enjoy playing and watching this sport. But, did you know there was a time when black athletes were not allowed to play on the same teams as white athletes? *Jackie Robinson* tells the story of the man who changed that. Detailed photographs and engaging text will keep students interested in this important part of American history. The book can also be used to teach students how to identify elements of a biography as well as to create a summary to better understand the text.

The book and lesson are also available for levels K and N.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Identify elements of a biography
- ☐ Describe information provided by captions
- ☐ Recognize and use declarative sentences
- ☐ Identify and use homographs correctly in sentences

Materials

- ☐ Book: *Jackie Robinson* (copy for each student)
- ☐ Elements of a biography, declarative sentences, homographs worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *athlete* (n.), *character* (n.), *integrate* (v.), *legend* (n.), *prejudice* (n.), *segregated* (adj.)

Enrichment: *abuse* (n.), *civil rights* (n.), *Major League Baseball* (n.)

- **Academic vocabulary:** *became* (v.), *continue* (v.), *history* (n.), *instead* (adv.), *separate* (adj.), *support* (v.)

Guiding the Reading

Before Reading

Build Background

- Write the word *baseball* on the board. Ask students to turn to a partner and share what they know about baseball. Invite volunteers to share their answers with the class. Write these ideas on the board in a word web.
- Ask students to name their favorite baseball player. Write these names on the board, and make sure to include the names of African American baseball players as well. Explain to students that there was a time when these African American players would not have been allowed to play on the same teams as white players. Explain that today's book will give them more information about one man who helped change that rule.

Introduce the Book

- Give students their copy of *Jackie Robinson*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Summarize

Explain to students that one way to understand and remember information in a book is to write a summary, or a brief overview, of the most important information in a section or chapter. Point out that a summary often answers the questions *who*, *what*, *when*, *where*, and *why*. Create a chart on the board with the headings *Who*, *What*, *When*, *Where*, and *Why*. Read page 4 aloud and model summarizing.



Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Elements of a biography

- Discuss the difference between a biography and a story (*biography: the story of a real person's life written by someone else; story: made up by the author, with characters who may or may not be real*). Explain that this book is a biography. Discuss with students that a biography includes information about a person's personality, accomplishments, and influence on the world.
- Write the words *Personality*, *Accomplishments*, and *Influence* in a three-row chart on the board. Discuss with students the meaning of each of these words. Explain that students will be looking for examples of Jackie Robinson's personality, accomplishments, and influence on the world while reading this biography.

Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about Jackie Robinson. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How did Jackie Robinson demonstrate his athletic ability at an early age?* (level 2) pages 5–6
- *What did Jackie Robinson do after the war ended?* (level 1) page 8
- *What characteristics was Branch Rickey looking for in a baseball player from the Negro Leagues?* (level 1) page 9
- *What kind of prejudice did Jackie Robinson face as a baseball player?* (level 2) multiple pages

- *How did Jackie Robinson respond to the negativity around him?* (level 3) multiple pages
- *What lesson can we all learn from Jackie Robinson?* (level 3) multiple pages

Text Features: Captions

Explain that captions are helpful when reading because they clarify illustrations and photographs and provide the reader with more detailed information. Have students turn to the photograph on page 9 and cover the caption. Have students guess what the photograph is showing. Then, have students uncover the caption and read about the photograph. Repeat with multiple photographs from the text. Explain that reading captions is an important part of understanding the text and that all captions should be read to give students a better understanding of the text.

Skill Review

- Model for students how you summarize as you read, and direct them to stop at several points while reading to answer the questions *who*, *what*, *when*, *where*, and *why*.
- Place students into groups and assign each group a different section from the book. Ask groups to create a written summary for that section, making sure to answer all of the important questions. Invite groups to share their summaries with the class.
- Redirect students' attention to the words on the board: *Personality*, *Accomplishments*, and *Influence*. Model how to identify Jackie Robinson's personality, accomplishments, and influence on the world.
Think-aloud: *The book is providing me with information about Jackie Robinson and his personality, accomplishments, and influence on the world. I read on pages 5 and 6 that Jackie Robinson was a talented athlete in several sports from the time he was a boy, and he played sports in college. From this information, I can see that he was an accomplished athlete, which I will write under the Accomplishments section. I also read on page 6 that he left college before he graduated to help support his family, who did not have much money. From this, I can infer that Jackie Robinson was dedicated and loyal to his family, which I can place under Personality. As I read, I will continue filling in information about Jackie Robinson's personality, accomplishments, and influence on the world.*
- Model how to complete the [elements-of-a-biography worksheet](#). Have students identify details from the book about Jackie Robinson and write them in the correct section. Have students record this information on their worksheet.

Guiding the Reading (cont.)

After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Skill Review

Graphic Organizer: Elements of a biography

Review the elements-of-a-biography worksheet that students completed. Have students share their work in groups. Invite volunteers to share the details they chose with the rest of the class. Ask students why it is important to identify the elements of a biography.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Sample: *Jackie Robinson changed history by becoming the first African American baseball player and fighting inequality and prejudice in his lifetime.*)

Comprehension Checks

- Book quiz
- Retelling rubric

Book Extension Activities

Build Skills

Grammar and Mechanics: Declarative sentences

- Review or explain that sentences that tell information are called *declarative sentences*. Explain that a declarative sentence starts with a capital letter and ends with a period. Point out that it must also include a subject and a predicate.
- Write the following sentence from page 5 on the board, leaving off the capital letter and period, and have students locate it in their book: *Jack Roosevelt Robinson was born on January 31, 1919, the youngest of five children in a poor Georgia family.* Ask a volunteer to come to the board and add a capital letter to the beginning and a period to end of the sentence. Ask another volunteer to explain why this is a declarative sentence and to identify the subject and predicate in the sentence.
- **Check for understanding:** Have students look through the book with a partner to find ten declarative sentences and write them on a separate sheet of paper. Ask them to share the sentences they chose with the rest of the class.

- **Independent practice:** Introduce, explain, and have students complete the *declarative sentences worksheet*. If time allows, discuss their answers.

Word Work: Homographs

- Write the word *bat* on the board and draw a picture of a baseball bat. Ask students to turn to a partner and use the word *bat* in a sentence. Then draw a picture of the animal and ask students to create a new sentence. Invite volunteers to share their sentences with the class.
- Review or explain that *homographs* are multiple-meaning words. Point out that they are written the same and sound the same, but they have two (or more) different meanings.
- Put students into groups, and give each group the following five words: *left, duck, yard, fly, can*. Have groups create two versions of each word, with pictures and sentence examples. Have groups share their work with the class.
- **Check for understanding:** Write the following words on the board: *pitcher* and *light*. Have students write two sentences for each word on a separate sheet of paper, reflecting the two different meanings of each word.
- **Independent practice:** Introduce, explain, and have students complete the *homographs worksheet*. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.