

Heart of the Game

FOCUS QUESTION

How do sports make us feel?

About the Lesson

OBJECTIVES

Content Objectives

- Describe the structural elements of a poem, including rhyme, repetition, and rhythm.
- Understand the excitement, joy, and hard work involved in playing sports.

Language Objectives

- Understand and use academic terms appropriately in oral and written descriptions of the structural elements of a poem.
- Explain a poem’s message during small-group discussion.

ACADEMIC TALK

See **Glossary of Terms** on pp. 478–485.

poem, structure, line, stanza, rhyme, repetition, rhythm

Spanish Cognates

poema, estructura, línea, rima, repetición, ritmo

Build Knowledge

Lesson texts build knowledge about:

- The importance of perseverance, practice, and best efforts in sports
- How it feels to play and win in basketball

Plan Student Scaffolds

- Use **i-Ready data** to guide grouping and choose strategic scaffolds.
- Use this **Teacher Toolbox** resource as needed to address related skills:
 - Describe the structural elements of a poem
- Read aloud the poems in Sessions 1 and 3 so students can focus on listening to the rhyme, repetition, and rhythm. **EL**
- Preview texts and activities to anticipate barriers to engagement, access, and expression. Modify based on needs.

Use Protocols That Meet the Needs of All Students

In order to increase engagement and validate cultural and linguistic behaviors, specific protocols are included in the lesson. To further customize activities for your students, consider optional protocols listed on pp. A46–A51.

| PROTOCOL | SESSION | VALIDATES |
|----------------------|------------|--|
| Snowballs | 1 | spontaneity, collective success |
| Merry-Go-Round Share | 1, 6 | multiple ways to show focus, connectedness |
| Shout Out | 1, 2, 3, 5 | spontaneity, multiple ways to show focus |
| Musical Shares | 2 | movement, musicality, social interaction |
| Silent Appointment | 4 | social interaction, nonverbal expression |
| Somebody Who | 5 | social interaction |
| Pick a Stick | 5 | spontaneity |
| Give One, Get One | 6 | movement, shared responsibility |

LEARNING PROGRESSION | Analyze Elements of Poetry

Students build on this skill:
RL.3.5 Refer to parts of stories, dramas, or poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

Students learn this skill:
RL.4.5 Refer to the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text.

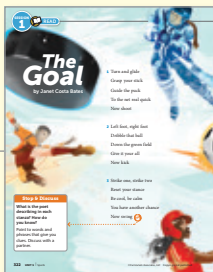

Students prepare for this skill:
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Students review and practice:

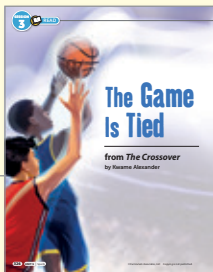

- **RL.4.1** Make inferences
- **RL.4.2** Determine theme
- **RL.4.4** Determine word meanings

LESSON PLANNING GUIDE

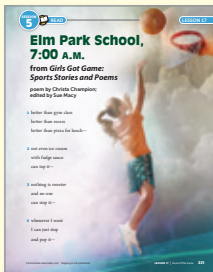

TEXT 1: The Goal • POEM

| SESSION 1 | SCAFFOLD READING |  | TEXT AT-A-GLANCE | ENGLISH LEARNER SUPPORT (EL) |
|-----------|-----------------------------|--|---|--|
| | | | | |
| SESSION 2 | PRACTICE THE FOCUS STANDARD | <ul style="list-style-type: none"> Formative Assessment  | Concepts/Background <ul style="list-style-type: none"> the sports of hockey, soccer, baseball, and gymnastics, including equipment and general rules determination required in sports Language <ul style="list-style-type: none"> Vocabulary: <i>grasp, puck, shoot, dribble, strike, stance</i> Idioms: <i>give it your all, be cool</i> Figurative Language: <i>perform with your heart</i> Descriptive Language: <i>this is your art</i> | Reading <ul style="list-style-type: none"> Explore content vocabulary, Interpret figurative language |
| | | | | Speaking/Reading <ul style="list-style-type: none"> Read aloud Speaking/Writing <ul style="list-style-type: none"> Talk before writing |

TEXT 2: The Game Is Tied from *The Crossover*, Basketball Rule #2 from *The Crossover* • POEMS

| SESSION 3 | SCAFFOLD READING |  | TEXT AT-A-GLANCE | ENGLISH LEARNER SUPPORT (EL) |
|-----------|-----------------------------|--|---|--|
| | | | | |
| SESSION 4 | PRACTICE THE FOCUS STANDARD | <ul style="list-style-type: none"> Formative Assessment  | Concepts/Background <ul style="list-style-type: none"> the rules and experience of playing a basketball game Language <ul style="list-style-type: none"> Vocabulary: <i>hustle, pivot</i> Informal Language: <i>dig, grind, push, play hard</i> Figurative Language: <i>soft jumper, mouths drop, hits net, the gym explodes</i> | Reading <ul style="list-style-type: none"> Build background knowledge, Annotate text |
| | | | | Speaking/Reading <ul style="list-style-type: none"> Role-play, Interpret informal language Listening/Speaking <ul style="list-style-type: none"> Collaborate with a partner Writing <ul style="list-style-type: none"> Use sentence frames |

TEXT 3: Elm Park School, 7:00 a.m. from *Girls Got Game: Sports Stories and Poems* • POEM

| SESSION 5 | INDEPENDENT READING AND PRACTICE |  | TEXT AT-A-GLANCE | ENGLISH LEARNER SUPPORT (EL) |
|-----------|----------------------------------|--|--|---|
| | | | | |
| SESSION 6 | RESPOND TO THE FOCUS QUESTION | <ul style="list-style-type: none"> Formative Assessment  | Concepts/Background <ul style="list-style-type: none"> jump shot pickup basketball games Language <ul style="list-style-type: none"> Vocabulary: <i>sweeter, pop it</i> Idioms: <i>can top it, it rules</i> Descriptive Language: <i>nothing is sweeter and no one can stop it, it just doesn't get any better than this</i> | Listening/Reading <ul style="list-style-type: none"> Read aloud |
| | | | | Reading <ul style="list-style-type: none"> Determine multiple meanings of words, Use visual support, Use a dictionary Speaking/Writing <ul style="list-style-type: none"> Talk before writing |

KNOWLEDGE BUILDING

| SESSION 6 | RESPOND TO THE FOCUS QUESTION | <ul style="list-style-type: none"> How do sports make us feel? | <ul style="list-style-type: none"> Integrate information from the lesson texts Collaborative discussion Short response | Writing <ul style="list-style-type: none"> Leverage home language |
|-----------|-------------------------------|---|---|---|
| | | | | |

Before Teaching the Lesson

Preview the texts before teaching the lesson. Plan scaffolds to use and provide background information as needed before reading each text.

- **The Goal: Sports** Some students may lack background about sports such as soccer, hockey, baseball, or gymnastics. As an alternate means of representation, show video clips of these sports.
- **The Game Is Tied and Basketball Rule #2: The Crossover** These poems are from a longer story called *The Crossover*, which is told as poetry. The main character, Josh Bell, is a talented basketball player famous for his crossover move.
- **Elm Park School, 7:00 A.M.: Jump Shot** A jump shot in basketball involves jumping with both feet and releasing the ball with one or both hands when you are in midair.
- As an alternative means of representation, show video clips of crossover moves and jump shots.

Talk About the Topic

BUILD STUDENTS' INTEREST

- 1 • Introduce the lesson topic and the Focus Question. Tell students they will read, talk, and write about sports throughout the lesson. Explain that they will read to learn about how poets use language to convey feelings about sports and competition.
- 2 • Use **Snowballs** to have students share experiences about a sport, hobby, or other activity they enjoy. Have each student write their favorite activity on a piece of paper with a sentence about how it makes them feel.
- Allow students to use **Individual Think Time** before writing their sentence. **EL**
- 2 • Ask students to complete Notice and Wonder with a partner. Circulate to identify gaps in background knowledge.
- Use **Vote with Your Feet** to have students identify the poem they most want to read.

SESSION 1

TALK ABOUT THE TOPIC

Heart of the Game

1

FOCUS QUESTION

How do sports make us feel?

2

NOTICE AND WONDER

Look at the titles of the poems you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

3

WORD WEB

What are some words that describe how playing sports makes people feel? Add these words to the word web below. Then discuss your choices with the people in your group.

Sample responses shown.



LESSON 17

The Goal

by Janet Costa Bates

**The Game Is Tied
from *The Crossover***

by Kwame Alexander

**Basketball Rule #2
from *The Crossover***

by Kwame Alexander

**Elm Park School, 7:00 A.M.
from *Girls Got Game: Sports
Stories and Poems***poem by Christa Champion;
edited by Sue Macy

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3 INTRODUCE ESSENTIAL CONCEPTS

- To complete Word Web, have students work independently or with a partner.
- If students know a word in their home language that describes how sports make people feel but aren't sure of the English translation, encourage them to list the word in their home language. Then, have them use a bilingual dictionary to look up the English translation and write that word in the web as well. **EL**
- Briefly model how to use the sentence frame to brainstorm ideas and words related to playing sports.
- After filling out their webs, have students form small groups of three or four and then use **Merry-Go-Round Share** to share out the choices they made in their word webs. Encourage them to think and talk about how the words they chose relate to playing sports.
- Use **LISTEN FOR** to monitor understanding. Use **Help & Go** scaffolds as needed.
- **LISTEN FOR** Students demonstrate good discussion skills in their small-group discussions about sports.

HELP & GO: Academic Discussion

- Remind students to use good listening skills, such as waiting for their turn to speak and facing someone when they are sharing.
 - If a student or group is engaging in an appropriate discussion behavior, such as taking turns, actively listening, or staying on topic, call the rest of the class's attention to what you observe.
- After small-group discussions, have students **Shout Out** some of the words they added to their webs.

1 Support Reading

- Set a purpose for reading. **Say**, *You will read a poem to learn about playing sports.*
- Explain that a stanza is a group of lines in a poem. It is how a poet organizes a poem, similar to how a story author uses paragraphs.
- Have students read stanzas 1–3. Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed to support understanding of the text. Monitor based on annotations, observation, and your knowledge of students.
- **CHECK IN** Students understand the words *puck*, *dribble*, and *stance*.

HELP & GO: Background

- Explain that in hockey, players score goals by hitting a flat, round, and hard *puck* into a net.
- **Say**, *In soccer, which is also called football in many places, players dribble a ball by kicking it. Where else do people dribble? in basketball*
- Explain that a baseball player's *stance* is how they stand.

2 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand that the stanzas describe hockey, soccer, and baseball. Use **Help & Go** scaffolds as needed.

HELP & GO: Comprehension

- Clarify the meanings of any unfamiliar words or expressions in stanzas 1–3. **EL**
- Reread stanza 1. **Ask**, *How does the player move? glides What equipment is the player using? a stick, a puck What does the player do with the puck? shoots it into the net Which sport is the player playing? hockey* Continue with stanzas 2 and 3.

SESSION
1

READ

The Goal

by Janet Costa Bates

1

1 Turn and glide
Grasp your stick
Guide the puck
To the net real quick
Now shoot

2 Left foot, right foot
Dribble that ball
Down the green field
Give it your all
Now kick

3 Strike one, strike two
Reset your stance
Be cool, be calm
You have another chance
Now swing

2

RL.4.1

Stop & Discuss

What is the poet describing in each stanza? How do you know?

Point to words and phrases that give you clues. Discuss with a partner.

LESSON 17

3

4 Stand tall, stand proud
This is your art
Run across the mat
Perform with your heart
Now flip

5 No matter your sport
Make it your **quest**
Win or lose
To be your best
Now play! 🖐️

quest = a journey to reach
your dreams or goals

4

RL.4.2

Stop & Discuss

What message does the
poet want to share with
the reader?

Talk about the message
with a partner.

The message in the poem is ____.

3 Support Reading

- Have students read stanzas 4 and 5.
- **CHECK IN** Students know that stanza 3 describes gymnastics.

HELP & GO: Comprehension

- Point out the illustration next to stanza 3 and the word *flip* in the last line of stanza 3. **Ask**, *Which sport is this stanza about? gymnastics How can you tell? Gymnastics is a sport where you do flips and other movements with your body.*
- Explain that when something is described as an art that is performed with heart, it means it is a skill that was earned through practice, dedication, and love. **EL**

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- **LISTEN FOR** Students understand that the poet's message is about doing your best no matter what sport you play.

HELP & GO: Comprehension

- Guide students to restate the first four lines of stanza 5 in their own words. **Ask**, *What does the line No matter your sport mean? It doesn't matter which sport you play. The poet tells the reader to "Make it your quest / Win or lose / To be your best." What does this mean? Trying your best is more important than winning or losing.*

Discuss the Whole Text

Revisit the Focus Question with the class. **Ask**, *What does the poem say about how sports make people feel? What feeling about sports do you think is most important to the speaker?* Record responses for students so they can reference them later.

Reconnect to the Text

Have students recall “The Goal.” **Ask**, *What sports does the poem describe?* Have students **Shout Out** responses.

1 Introduce the Standard

Read the bullets that highlight the key elements of poetry. **Ask**, *What do you notice about “The Goal” that is different from stories and plays? It has stanzas instead of paragraphs; the lines aren’t complete sentences; some words rhyme.*

2 Reread/Think

MODEL THE STANDARD Display the chart. Model analyzing the poetry elements in stanza 1.

- Reread stanza 1 aloud. **Say**, *In this first box, I want to explain how this stanza is organized and what it is about. In other words, I want to describe the stanza’s structure and identify its topic. I can see that it has five lines and is about hockey. Point to these details in the chart.*
- **Say**, *Now let’s look for rhymes and repetition, or repeating sounds and words. I notice that stick and quick rhyme. I also notice that the “g” sound repeats. I hear it in the words grasp and guide. Point to these details in the chart.*

GUIDE STANDARDS PRACTICE Have students work in pairs to complete the chart for stanzas 2–5.

- Encourage students to read the poem aloud to hear rhyming words and repeating sounds and words. **EL**
- Guide students to notice that the second and fourth lines in each stanza rhyme. Then draw their attention to the repeated words in the first lines of stanzas 2–4 and the repetition of *Now* in the last line of all five stanzas.
- Encourage students to mark up the poem to help them identify patterns. For instance, have them underline rhyming words or draw a box around words and sounds that repeat.

SESSION 2 PRACTICE

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.

1 Analyze Elements of Poetry

- Poems have elements that make them different from other forms of writing, such as stories and plays.
 - A poem’s structure is made of lines. Lines grouped together form a **stanza**.
 - A poem may use words that **rhyme** or end in the same sound.
 - Poems may also use **repetition**, or repeating words or sounds.

2 Reread/Think

Reread “The Goal.” Then use the chart below to take notes about the structure, topics, rhyme, and repeating sounds and words you notice.

| | Structure and Topic | Rhyme | Repetition |
|----------|---------------------------|----------------|---|
| Stanza 1 | 5 lines, about hockey | stick, quick | • <u>Grasp</u> , <u>Guide</u> |
| Stanza 2 | 5 lines, about soccer | ball, all | • <u>Left foot</u> , <u>right foot</u> • <u>Dribble</u> , <u>Down</u> • Last line repeats “Now” from stanza 1. |
| Stanza 3 | 5 lines, about baseball | stance, chance | • <u>strike one</u> , <u>strike two</u> • <u>cool</u> , <u>calm</u> • Last line repeats “Now” from stanzas 1 and 2. |
| Stanza 4 | 5 lines, about gymnastics | art, heart | • <u>stand tall</u> , <u>stand proud</u> • Last line repeats “Now” from stanzas 1–3. |
| Stanza 5 | 5 lines, about all sports | quest, best | • Last line repeats “Now” in every stanza. |

LESSON 17

3 Talk

What examples of structure, rhyme, and repeating sounds and words do you notice in "The Goal"?

Each stanza has ___ lines.
Each stanza is about ___.

The words ___
and ___ rhyme.

The sound/word ___
repeats in ___.

4 Write

How do you know "The Goal" is a poem instead of a story? Use examples from the poem to explain. Think about the structure, rhyme, and repeating sounds and words.

Sample response: I know "The Goal" is a poem because of the way it is structured and the elements it uses. Instead of paragraphs, it uses stanzas. Each stanza is about a different sport and each stanza has five lines. These lines aren't complete sentences like you would see in the paragraphs of a story. Another clue that this is a poem is the use of rhymes like *ball/all* and *art/heart*. The rhymes help to connect the ideas together. The poem also repeats some words like *stand* in "*stand tall, stand proud*" and repeats some sounds like the "*c*" sound in *cool* and *calm*. These elements are all features of poems, not stories.

WRITING CHECKLIST

- ☐ I identified what makes "The Goal" a poem.
- ☐ I explained how the poet uses structure, rhyme, and repeating sounds and words.
- ☐ I included examples from the poem.
- ☐ I used complete sentences.
- ☐ I used correct spelling, punctuation, and capitalization.

3 Talk


Have students continue to work in pairs as they discuss the overall structure and elements of "The Goal." Encourage partners to use the sentence frames during their discussions.

4 Write

- Have students complete the Write task and use the checklist to check their work.
- **LOOK FOR** Students identify two or three examples from the poem that show the poet's use of structure, rhyme, and repeating sounds and words.

HELP & GO: Writing

- Discuss the structure of the poem. **Ask,** *How many stanzas are there? five How many lines are in each stanza? five What are the stanzas about? Stanzas 1–4 are about different sports. Stanza 5 gives advice about how to play any sport.*
- Encourage students to organize their response by first writing about the structure, then about rhyming words, and finally about repeating sounds and words.

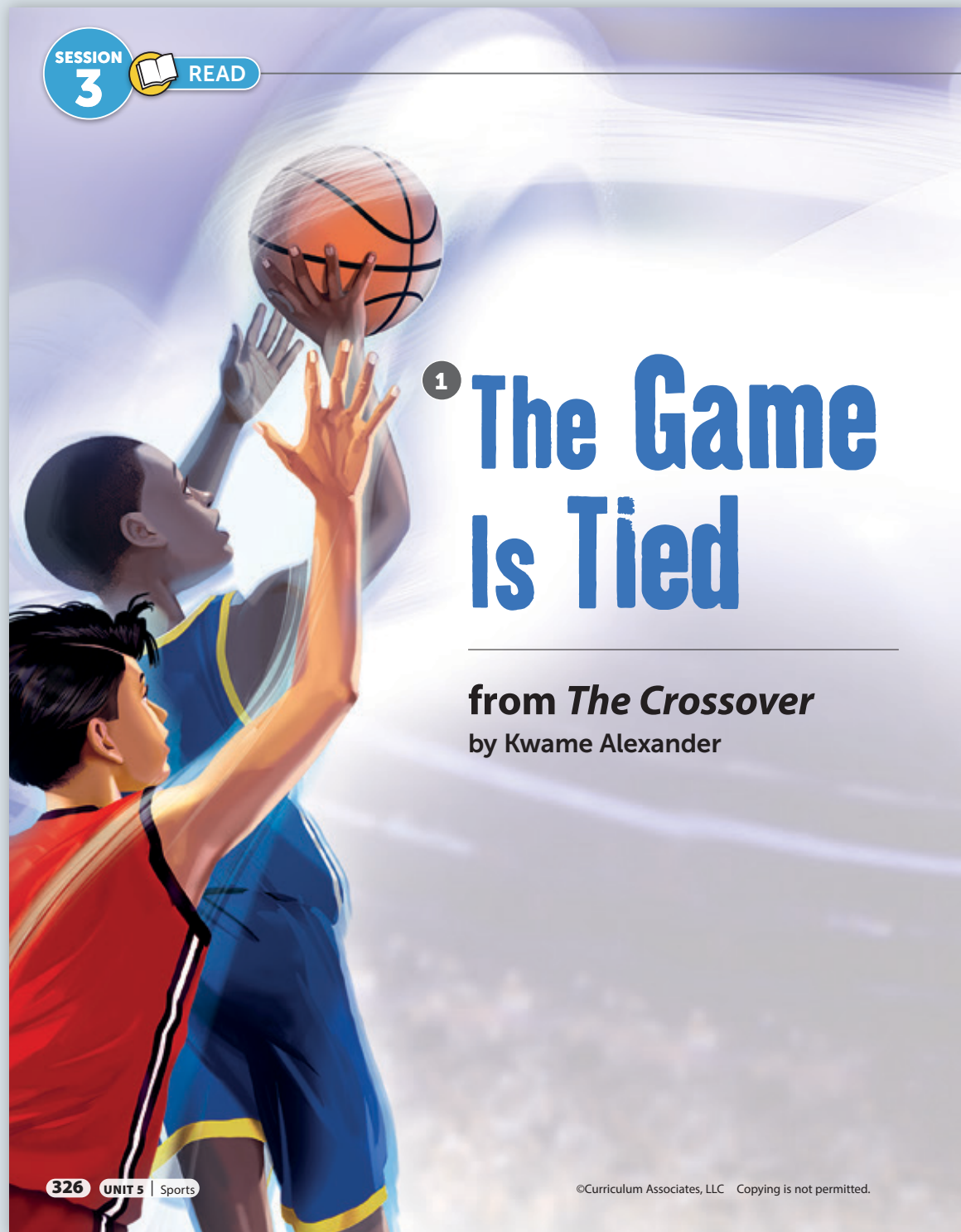
- Use **Stronger and Clearer Each Time** to allow students to refine their drafts before writing a final response. **EL**
- Use written responses to determine whether students need additional support. 
- Use **Musical Shares** to have students share their response with a classmate.

1 Support Reading

- Set a purpose for reading. **Say,** *Today you will read two poems to learn what it's like to play and watch basketball.*
- Explain that the poems are from a book called *The Crossover*. **Say,** *The book is written from the point of view of Josh Bell, a talented basketball player who is known for his crossover move. Josh and his twin brother, JB, are both on their school's basketball team.*
- Explain that "The Game Is Tied" is Josh's description of the final seconds of one of their team's games.
- Have students read "The Game Is Tied." Have them circle unknown words and mark confusing parts with a question mark.
- Use **CHECK INs** and related **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand the figurative language *soft jumper sails*, *mouths drop*, and *the gym explodes*.

HELP & GO: Language

- As needed, clarify that figurative language is words and phrases whose meaning is different from the literal meaning. Remind students that poets often use figurative language to create vivid pictures or other effects in the reader's mind.
- Clarify that a *soft jumper* (line 1) refers to a jump shot, which is made when a player shoots the ball while jumping up into the air. **Say,** *When the poet says that "JB's soft jumper sails," is the ball really sailing? No. This figurative language helps me picture the ball flying toward the basket as if it's being pushed by the wind.*
- Guide students to analyze how the phrases *mouths drop* (line 7) and *the gym explodes* (line 14) help the reader picture what's happening.



LESSON 17

When JB's soft jumper sails

TICK

Through the air.

TOCK

The crowd stills,

TICK

Mouths drop,

TOCK


And when his last-second shot

TICK

Hits net,

TOCK

The clock stops.

The gym explodes. 

2

RL.4.1

Stop & Discuss

What happens in the poem?

Support your response with details from the text.

- **CHECK IN** Students understand that *tick* and *tock* describe time passing in the game.

HELP & GO: Comprehension

- Explain that basketball games are timed, and that the team that has the most points when time runs out is the winner of the game. **EL**
- Explain that non-digital clocks and watches have gears that make a sound as each second passes.
- Draw students' attention to the words *tick* and *tock* in the poem. **Ask**, *What do you think these words describe? the last seconds of the game*
- **Ask**, *What about the words and phrases between each "tick" and "tock"? What do they describe? They describe what's happening in the game at each second.*

2 **Stop & Discuss**

- Have partners complete the **Stop & Discuss**.
- **LISTEN FOR** Students know that JB makes a successful shot at the end of the game and their team wins.

HELP & GO: Comprehension

- Point out the title of the poem. **Ask**, *Which team is winning at the beginning of the poem? No one is winning. The game is tied.*
- **Ask**, *What happens in lines 1–3? JB makes a jump shot. Is his shot successful? Yes. How can you tell? His shot hits net. It goes through the hoop and he scores.*
- Point out line 13. **Ask**, *What does it mean that the clock stops? The game is over. Who wins? JB's team.*

3 Support Reading

- Have students read "Basketball Rule #2." Explain that it is another poem from *The Crossover* and is meant to resemble a text message to Josh from his father.
- CHECK IN** Students identify formal patterns in the poem.

HELP & GO: Language

- Ask**, *How is each line structured? Each line has just two words.*
- Point out the slant rhyme created by *smart* and *hard*. Explain that poets sometimes use words that almost rhyme but have slightly different sounds and spellings. Have students find another example. (smarter/harder)
- Have students underline rhyming words. **EL**

4 Stop & Discuss

- Have students **Turn and Talk** to complete the **Stop & Discuss**.
- LISTEN FOR** Students understand that Dad values hard work.

HELP & GO: Comprehension

- Revisit the last four lines. **Ask**, *How are these lines different from the rest of the poem? Some words rhyme; smart and smarter are related, and so are hard and harder.* Explain that poets make choices like this to emphasize ideas.
- Ask**, *How do the first six lines relate to these last four? Each is a different way to work, live, play, or practice.*

Discuss the Whole Text

Revisit the Focus Question. **Ask**, *How do the players feel while playing basketball? How do the spectators feel while watching?* Have students **Shout Out** feeling words. Record students' ideas for later reference.

SESSION 3

READ

BASKETBALL RULE #2

(Random text from Dad)

from *The Crossover*
by Kwame Alexander

3

Hustle dig

Grind push

Run fast

Change pivot

Chase pull

Aim shoot

Work smart

Live smarter

Play hard

Practice harder

4

RL.4.2

Stop & Discuss

What is the message of this poem?

Share your ideas with a partner.

SESSION
4

PRACTICE

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.

LESSON 17

1 Analyze Elements of Poetry

- Poems have **rhythm**, or a beat that makes them sound like music. The way the words in a poem look can help create rhythm. So can patterns in syllables or words.
- The use of rhyme, repeating sounds and words, and rhythm can help you better understand the ideas in the poem.

2 Reread/Think

Reread “The Game Is Tied” and “Basketball Rule #2.” Then use the chart below to record information about the repeating words, rhyming sounds and words, and features that create rhythm in both poems.

| Poem | Repetition | Rhyme | Rhythm |
|--------------------|---|---|---|
| The Game Is Tied | <u>tick</u> <u>tock</u> <u>soft jumper sails</u> <u>last-second shot</u> | <u>sails, air</u> <u>drop, shot, stops</u> | Repetition of tick and tock creates a beat. Short lines of just 2 or 3 words create a beat. Two longer lines emphasize what those lines describe. |
| Basketball Rule #2 | <u>change, chase</u> <u>pivot, pull</u> <u>play, practice</u> | <u>smart, hard</u> <u>smarter, harder</u> | Each line has the same number of words and a steady beat. |

Reconnect to the Text

Have students **Raise a Hand** to recall “The Game Is Tied” and “Basketball Rule #2.” **Ask**, *What are these poems about?*

1 Practice the Standard

- Review the elements of poetry with students.
- Have students **Stand and Share** what they know about rhythm in music or poetry.

2 Reread/Think

MODEL THE STANDARD Model analyzing repetition, rhyme, and rhythm in the first four lines of “The Game Is Tied.” Point to each sample response as you think aloud about it.

- **Say**, *The first thing I notice is two words that are repeated throughout the poem.* Invite students to identify the words. (tick, tock) **Ask**, *What do those words describe? the seconds of the game I notice that “tick” and “tock” appear after every few words, even in the middle of a sentence. This creates a steady beat and a feeling of excitement.*
- **Say**, *When I reread the first four lines, I notice the repeated “s” sound in “soft” and “sails.” I also notice the long-a sound that’s repeated in “sails” and “air” so that those words almost rhyme. I see another interesting feature, too. The word “air” is in bold letters. This tells me to emphasize that word as I read.* Model reading the lines aloud to illustrate those features.

GUIDE STANDARDS PRACTICE Guide students to analyze “The Game Is Tied” and “Basketball Rule #2.”

- Have partners read aloud the poems to each other in order to identify repetition, rhyming words, and rhythm. Provide guidance as needed.
- You may wish to have partners do one reading of “The Game Is Tied” in which they include all the words and a second reading in which they omit *tick* and *tock* in order to focus on the descriptions of what is happening.
- Have students work with partners to discuss the meanings of any unfamiliar words in their charts. **EL**

3 Talk

- Have students use **Silent Appointment** to complete the Talk activity with a partner.
- LISTEN FOR** Students describe how short lines create rhythm in “The Game Is Tied.” ✓

HELP & GO: Standards Practice

- Ask**, *Are most of the lines in the poem long or short? short, just a few words* What about the words? Do most words have one syllable or more than one syllable? *Most words have just one syllable.* **Say**, *Every other line is very short, just one short word.*
- Read aloud a few lines. **Say**, *What is the effect of having short lines alternate with just a single word “tick” or “tock”?* *The poem has a steady beat.*

4 Write

- Have students work independently to complete the Write activity.
- LOOK FOR** Students describe examples of structure, rhyme, repeating sounds and words, and rhythm.

HELP & GO: Writing

- If needed, provide sentence stems such as: *I could tell “Basketball Rule #2” was a poem because it _____. I noticed that the words/lines _____. EL*
- Briefly review the structures of and elements used in “The Game Is Tied” and “Basketball Rule #2.”
- Use written responses to determine whether students need additional support. ✓
- When they finish their writing, have students **Stand and Share** and allow several volunteers to read their responses.

SESSION

4



PRACTICE

3 Talk

What elements of poetry did you notice in “The Game Is Tied” and “Basketball Rule #2”?

I notice the rhyming words ____ and ____ in ____.

I notice the repeated sounds/ words ____ in ____.

To create rhythm in ____ the poet ____.

4 Write

Write a review of either “The Game Is Tied” or “Basketball Rule #2.” Describe how the poem uses structure, rhyme, rhythm, and repetition. Explain what these poetry elements help you understand. Then tell what you like about the poem.

Sample response: I recently read the poem “Basketball

Rule #2.” Each line is just two words long. That gives the

poem a quick, steady beat, and it helps me understand that

the speaker’s dad is telling Josh to stay focused. The lines

aren’t complete sentences and they don’t use end

punctuation, but that’s okay in poetry. I also noticed rhyming

words such as smarter and harder. The rhymes make you pay

attention to those words and that shows how important the dad thinks it is to be

smart and work hard. The poet also repeats sounds like the “ch” in change/chase

and the “p” sound in pivot/pull. I really like this poem because I enjoy playing

basketball, but I also like how the poem is full of energy with its short, fun phrases.

WRITING CHECKLIST

- ☐ I explained how the poem is structured.
- ☐ I described poetry elements such as rhyme, repetition, and rhythm.
- ☐ I explained what the poetry elements help me understand about the poem.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION
5

READ

LESSON 17

Elm Park School, 7:00 A.M.

from *Girls Got Game: Sports Stories and Poems*

poem by Christa Champion;
edited by Sue Macy

1

1 better than gym class
better than recess
better than pizza for lunch—

2 not even ice cream
with fudge sauce
can top it—

3 nothing is sweeter
and no one
can stop it—

4 whenever I want
I can just stop
and pop it—

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Reconnect to the Texts

Display responses to the Focus Question for “The Goal” and “The Game Is Tied”/“Basketball Rule #2.” Use **Somebody Who** to invite students to make connections between the three poems.

1 Independent Reading

- Set a purpose for learning. **Say**, *Today you will read to learn how another character feels about sports, and you will practice identifying elements of poetry.*
- Students may benefit from hearing the poem read aloud to help them pick up on the poem’s rhythm, rhyming pattern, and other features. You may wish to do this in a small group. **EL**
- Use **CHECK INs** and **Help & Go** scaffolds as needed.
- **CHECK IN** Students understand the significance of the poem’s title.

HELP & GO: Comprehension

- Draw students’ attention to the title of the poem, “Elm Park School, 7:00 A.M.” **Ask**, *Why do you think the poet chose this title? It is where and when the poem’s events take place. What does it tell you about the character that she is at school so early? She works hard and loves basketball.*

- **CHECK IN** Students understand the meanings of *sweeter* and *pop it*.

HELP & GO: Vocabulary

- Point out the line *nothing is sweeter* in stanza 3. **Say**, *In stanza 2, the poet describes something that is sweet. What is it? ice cream with fudge sauce The word sweet is also sometimes used to describe things that aren’t food. How do you think the speaker is using sweet here? She means nothing is better; nothing makes her feel better than the activity she is talking about. EL*
- Discuss the meaning of *stop and pop it* in stanza 4. **Ask**, *What does this phrase mean? It talks about something that can be thrown up in the air whenever you want.*

2 Independent Reading

- **CHECK IN** Students understand how stanza 7 relates to the rest of the poem.

HELP & GO: Comprehension

- **Ask,** *What is stanza 7 about? the speaker's jump shot* *What happens in this stanza? The speaker shoots the basketball and it goes through the hoop.*
 - Share a video clip of a basketball player making a jump shot. Discuss why students think the move is called a "jump shot." Have students listen for the sound the ball makes when it goes through the net without touching the rim of the hoop. Then explain that the word *swish* is used to describe this sound. **EL**
 - **Say,** *In stanza 1, the speaker describes something that is better than gym class, recess, and pizza for lunch. What is she talking about? her jump shot* *Why do you think the speaker waits until the end of the poem to reveal that she is talking about her jump shot? It makes you wonder what she is talking about; it makes you want to find out.*
- **CHECK IN** Students can explain the impact of rhyme and rhythm in the poem.

HELP & GO: Language

- In stanzas 6 and 7, point out that the words *this* and *swish* bring attention to an important moment in the poem. Even though it is not an exact rhyme, the words sound similar.
- Have students tap along to the poem as you read it aloud. **Ask,** *Does this poem have a steady beat, or does it get faster and slower? It has a steady beat.*

SESSION
5

READ



2 5 it's fresh
and it's smooth
on the playground it rules—

6 it just doesn't get
any better
than this—

7 my jump shot
as it drops
through the net
with a swish.

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RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.

Respond to Text

3 Reread/Think

Reread “Elm Park School, 7:00 A.M.” Choose the best response to each question.

- What does the repetition of the phrase *better than* in the first three lines add to the poem?
 - It creates an image of the subject of the poem.
 - It gives the name of the speaker’s favorite thing.
 - It tells where the events of the poem take place.
 - D.** It shows how much the speaker likes something.
- How are stanzas 2–4 connected to one another?
 - They all talk about recess games.
 - They all begin with the same word.
 - C.** They all end with a phrase that rhymes.
 - They all describe a favorite dessert.
- Read these lines from stanza 5 of the poem.

it’s fresh
and it’s smooth
on the playground it **rules**—

In which sentence is the word *rules* used the same way as in stanza 5?

 - One of the **rules** at my school is “no running in the halls.”
 - B.** My dad’s cake recipe **rules** because it is extra chocolatey.
 - The queen **rules** over the people who live in her kingdom.
 - The mistake I made today **rules** out my chance of winning.

3 Reread/Think

- Have students complete the Reread/Think items independently.
- Allow students to use dictionaries in English or their home language as they complete the items. **EL**

Answer Analysis

Use the answer analysis below to review the practice items with students. Have students **Shout Out** responses.

- The correct choice is **D**. The phrase *better than* emphasizes how much the speaker likes something (which she doesn’t name) by listing other things that she likes but not as much. Choice **A** is incorrect because the subject is not described in the first three lines of the poem. Choice **B** is incorrect because the speaker’s favorite thing is not named until the last stanza. Choice **C** is incorrect because the setting of the poem is not revealed until stanza 5. **DOK 2 | RL.4.5**
- The correct choice is **C**. Stanzas 2–4 end with the rhyming phrases *top it*, *stop it*, and *pop it*. Choices **A**, **B**, and **D** do not describe ideas or elements featured in stanzas 2–4. **DOK 2 | RL.4.5**
- The correct choice is **B**. It is the only sentence where *rules* is used to describe something that is superior to all other things. The sentences in choices **A**, **C**, and **D** make use of different meanings of *rules*. **DOK 2 | RL.4.4**

4 Answer Analysis

4. The correct choice is **A**. The number of lines in stanza 7 is the main difference between it and the other stanzas. The other choices do not accurately describe the structure of or elements in stanza 7. **DOK 2 | RL.4.5**

5 Write

- Have students respond independently to the Write prompt. **DOK 3 | RL.4.5**
- If students need more support, work with them in small groups to guide them through writing. Use **Help & Go** scaffolds as needed.
- Before writing, have students **Turn and Talk** to a partner about the elements of poetry they can identify in the poem. **EL**
- LOOK FOR** Students can identify elements of poetry in the poem.

HELP & GO: Writing

- Remind students of the elements of poetry they have learned about in this lesson, including a stanza-and-line structure, rhyme, repeating sounds and words, and rhythm.
- Encourage students to mark up their poem to help them identify these elements.
- Ask guiding questions, such as the following:
How is the poem organized? Are there any rhyming words? Are there any repeating sounds or words? Does the poem have a rhythm or beat? How is that rhythm created?
- Use **Pick a Stick** to invite students to share their response with the class if they would like to do so.

Lesson Wrap-Up

Use **Compare and Connect** to revisit the Focus Question. **Ask**, *How does the speaker of this poem feel about her jump shot? How can you tell?* Record responses. Invite students to make connections between the poems they have read.

SESSION
5

PRACTICE

4 Reread/Think

4. How is stanza 7 different from the other stanzas in the poem?
- A.** It is the only stanza with four lines.
 - B.** It is the only stanza that has rhythm.
 - C.** It uses more rhyming words than the other stanzas.
 - D.** It uses more repeating sounds than the other stanzas.

5 Write

Describe the poetry elements used in "Elm Park School, 7:00 A.M.," including structure, rhyme, repeating sounds and words, and features that create rhythm.

Sample response: "Elm Park School, 7:00 A.M." is a poem that has structure, rhyme, and rhythm. The poem is organized in stanzas. All of the stanzas have three lines and end with a dash except for the last one, which has four lines and ends with a period. Rhymes such as "top it," "stop it," and "pop it" and repeated words such as "better than" make the poem like a song. When I read the poem aloud, I can hear a rhythm created by a pattern of stressed words and syllables, such as in stanza 5: "it's fresh / and it's smooth / on the playground it rules—"

WRITING CHECKLIST

- ☐ I explained how the poet used structure, rhyme, repetition, and rhythm.
- ☐ I included examples from the poem.
- ☐ I used correct spelling, punctuation, and capitalization.

SESSION

6



PUT IT TOGETHER

LESSON 17

Respond to the Focus Question

How do sports make us feel?

1 Reread/Think

Sample responses shown.

Choose one poem from this lesson to reread.

POEM: "The Goal"

What message do you think the poem has about sports? How does the poem convey this message?

The poem's message is that athletes, no matter what sport they play, should always try their best and be proud. The poem does this by describing several different sports and telling how you can try hard at that sport. Then, at the end, it says, "Make it your quest / Win or lose / To be your best."

2 Talk

Discuss your poem with two students who chose different poems than you. Explain the message of the poem you selected. Listen as they describe the message of theirs.

The message of ___ is ___

The poet shares this message by ___.

Name:

"Basketball Rule #2": You have to try hard if you want to become good at something. The dad gives advice to Josh about how to be a better player.

Name:

"Elm Park School, 7:00 A.M.": Playing your favorite sport is the best feeling. The speaker describes how good it feels when she makes a jump shot.

3 Write

Write a poem about your favorite sport or another activity you enjoy. In your poem, describe what you do and the feeling you get from the activity. Try to use elements of poetry such as rhyme, rhythm, and repeating sounds and words.

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Respond to the Focus Question

Read the Focus Question. Tell students that today they will answer the question using information from the poems they have read in this lesson.

1 Reread/Think

- Tell students they will think about the poems they read during this lesson and how each one describes feelings about playing sports.
- After choosing a poem, students should reread it on their own and then think and write about the poem's message.

2 Talk

- Using **Give One, Get One**, have students talk with two other students. Make sure each student in a group has read a different poem.
- Guide students to think about how the messages in the poems they read are alike.

3 Write

- Have students respond independently to the prompt. Emphasize to students that their poems can be about any activity they enjoy, not just sports.
- **LOOK FOR** Students use elements of poetry in their poems about favorite activities.

HELP & GO: Writing

- Encourage students to revisit how the poets featured in this lesson used elements of poetry. Guide students to use some of those same elements in their own poems.
- Encourage students to incorporate words from their home language into their poems. **EL**

- Using **Merry-Go-Round Share**, have students share their poems within a small group.