## Grade 6 Lesson 1

<table>
<thead>
<tr>
<th>Item</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
<td>Page 2</td>
</tr>
<tr>
<td>Guided Practice Handouts</td>
<td>Page 5</td>
</tr>
<tr>
<td>Justin Bour Article</td>
<td>Page 7</td>
</tr>
</tbody>
</table>
## VISION-SETTING

**OBJECTIVE.**
What is your objective?

**KEY POINTS.**
What knowledge and skills are embedded in the objective?

<table>
<thead>
<tr>
<th>Student will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.6.2.6 - Explain how the author develops the point of view of the narrator or speaker in a text.</td>
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- Point of View or Perspective
- Narrator
- Speaker
- Voice

**ASSESSMENT.**
Describe, briefly, what students will do to show you that they have mastered (or made progress toward) the objective.

Students will read the passage “Game On” and will be able to identify and describe narrator’s point of view.

## DETERMINING METHODS

### OPENING (10 min.)

How will you communicate what is about to happen?
How will you communicate how it will happen?
How will you communicate its importance?
How will you communicate connections to previous lessons?
How will you engage students and capture their interest?

As students enter the class, they will study the picture below. Paired with a partner, they will talk about the picture. Partner A will role play what they feel (Point of View) as the baseball player in this scenario then Partner B will role play and discuss their feelings (Point of View) as the fan.

Students will think about how the narrator would describe the scene below from the fan’s point of view. How would the description be different if it was from the player’s perspective?

**Teacher:** Point of view is the lens through which a story is told. It is the narrative voice through which one can easily understand the plot of a story, can comprehend the nature of its characters, can discover the background and feel the depth of relations, complexities, and emotions. In simple words, point of view permits one to experience the writing as it unfolds.

### INTRODUCTION OF NEW MATERIAL (10 min.)

How will you explain/demonstrate all knowledge/skills required of the objective so that students begin to actively internalize key points? Which potential misunderstandings do you anticipate? How will you proactively mitigate them? How will students interact with the material?

- Student notebooks
Teacher should instruct students to draw out the grid below to help organize their thoughts.

<table>
<thead>
<tr>
<th>Details</th>
<th>Character’s Point of View</th>
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The two people in the photo above are having two different experiences (perspectives). This results in two different points of view about the same situation.

Good readers understand that how an event is described is directly affected by who is describing it. Thinking about the point of view of the storyteller can help you understand how an author develops a character’s attitudes, feelings or beliefs.

GUIDED PRACTICE (10 min.)
How will students practice all knowledge/skills required of the objective, with your support, such that they continue to internalize the key points?
How will you ensure that students have multiple opportunities to practice, with exercises scaffolded from easy to hard?

Students will have one minute to study the picture above. Then students and teacher will complete the graphic organizer below in their notebooks or on the board as a class.

Guided Practice Handout will provide students the opportunity to practice identifying point of view.

INDEPENDENT PRACTICE (20 min.)
How will students independently practice the knowledge and skills required of the objective, such that they solidify their internalization of the key points prior to the lesson assessment?
The Justin Bour article will provide students the opportunity to read while answering comprehension questions at the end of the passage. Teacher can read the passage to the students, students can work in groups or students can work independently. Then, students may have the opportunity to practice individually.


<table>
<thead>
<tr>
<th>Lesson Assessment:</th>
<th>Once students have had an opportunity to practice independently, how will they attempt to demonstrate mastery of the knowledge/skills required of the objective?</th>
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<td>The lesson assessment will be the product of the time utilized during independent practice.</td>
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<td><strong>CLOSING (5 min.)</strong></td>
<td>How will students summarize and state the significance of what they learned?</td>
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<td>Discuss how a story can change depending on who tells the story. Why is this important?</td>
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<td>Student notebooks</td>
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Justin Bour article
Baseball is known as America's favorite pastime and Fenway Park in Boston, Massachusetts, is Major League Baseball's oldest ballpark. Bostonians have come to love the park as much as they do the team that plays there. Fenway Park, which opened on April 20, 1912, got its name because it was in an area of Boston known as the Fens.

Fenway Park has played a big role in American baseball legend. The largest baseball crowd ever at Fenway was 47,627, for a Yankees doubleheader on September 22, 1935. The longest measurable home run ever hit inside Fenway Park landed in the right-field bleachers. The seat is painted red to mark the spot. Ted Williams hit the home run on June 9, 1946, off Fred Hutchinson of the Detroit Tigers. The blast was measured at 502 feet. Legend says that the ball crashed through the straw hat of the man sitting in the seat -- Section 42, Row 37, Seat 21!

Today, Fenway is one of Major League Baseball’s few remaining old ballparks. There has been talk of replacing it with a more modern structure, but many people in Boston want to restore, rather than replace, their beloved Fenway. In 1998, they organized “Save Fenway Park!” to promote ways to preserve the old ballpark.

Evaluate the narrator’s point of view. Look for details suggesting positive or negative feelings toward the stadium. Then complete the chart below.

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Evaluate the narrator’s point of view. Look for details suggesting positive or negative feelings toward the stadium. Then complete the chart below.
Walter “The Big Train” Johnson

Who is the best pitcher you've ever seen play baseball? Between 1907 and 1929, many fans would have answered "The Big Train," Walter Johnson. Baseball great Walter Johnson died on December 10, 1946, at the age of 59, but he left behind an amazing legacy of records to beat. He recorded more shutout victories (110) than any other Major League pitcher. In 1913, he set a record for most consecutive scoreless innings, pitching 56 of them. His record stood for more than 50 years, until Don Drysdale beat it in 1968. Johnson's strikeout record (3,508) held until 1983. In all-time wins, Johnson is second only to Cy Young. What was this productive pitcher's secret weapon?

Johnson's best pitch was hardly a secret. His fastball is considered to be among the best in baseball history. One sports reporter in Johnson's day remarked, "He's got a gun concealed about his person. You can't tell me he throws them balls with his arm." He started developing his famous pitch on the mound of his Kansas high school. When the Washington Senators recruited him in 1907, he said he would come to try out only on the condition that the team would pay his way home if he failed in the big leagues. Johnson needn't have worried! Honored in 1913 and in 1924 as the American League's Most Valuable Player, Johnson retired from playing baseball in 1927. Two years later, he took over as Manager of the Senators until 1932. He was among the first players to be elected to the National Baseball Hall of Fame. The "Five Immortals" first chosen for the honor were Ty Cobb, Christy Mathewson, Babe Ruth, Honus Wagner, and "The Big Train" Walter Johnson. So, how's your fastball?

Evaluate the narrator’s point of view. Look for details suggesting positive or negative feelings toward Walter Johnson. Then complete the chart below.

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<th>Details/ Evidence from the Text</th>
<th>Narrator’s Point of View</th>
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Marlins’ Justin Bour activated from disabled list Friday
By: Tim Healey

September 8, 2017 – Justin Bour is back.

The Miami Marlins activated their first baseman from the disabled list Friday, in advance
of the second game of a four-game series against the Braves in Atlanta.

Bour had been out since July 25 with a right oblique strain. For most of the past week, he
had a rehab assignment with Double-A Jacksonville, going 4 for 14 (.286) with a homer, three
walks and a strikeout in five games. On Wednesday and Thursday, during the start of
Jacksonville’s best-of-five playoff series in Pensacola, Bour played all eight defensive innings at
first base.

Bour’s return comes at a time when the Marlins could desperately use his big bat. Heading
into play Friday, they have lost 10 of their last 11 games, five-game losing streaks bookending a
lone win, to fall eight games back of a playoff spot. Miami has scored two or fewer runs in eight
of those games.

Before getting hurt, Bour, 29, had been having a career year, with his 21 homers and 63
RBI approaching personal highs (23 and 73, respectively, both set in 2015). He also has a .289
average, .366 OBP and .548 slugging percentage, all the best marks of his career, in 87 games.

Bour has been on the DL twice this year and three times in the past 14 months. The other
two injuries separate ankle issues.
1. Why was Justin Bour on the Marlins’ disabled list from late July until September?

A. He injured his ankle.
B. He took a leave of absence.
C. He injured his right oblique.
D. He wanted some time off.

2. Read this sentence from the text:

“The Miami Marlins activated their first baseman from the disabled list Friday, in advance of the second game of a four-game series against the Braves in Atlanta.”

In this context, what does the word advance mean?

A. before
B. after
C. lend
D. move forward

3. What is the author trying to convey to the reader about Justin Bour by stating that “he had been having a career year”?

A. This was his first year playing professional baseball.
B. This was the best he had ever played in his entire career.
C. He was a successful player, but was often injured.
D. The injury ended his playing career.

4. How do you think Justin Bour felt when he got injured? How do you think he felt when he recovered and was ready to play baseball with the Marlins again? Write from his point-of-view.

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