

The discussions and activities in this guide align with Common Core State Standards for English Language Arts for Grades K–2.

# TEACHER'S GUIDE

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## A TICKET TO THE PENNANT A TALE OF BASEBALL IN SEATTLE

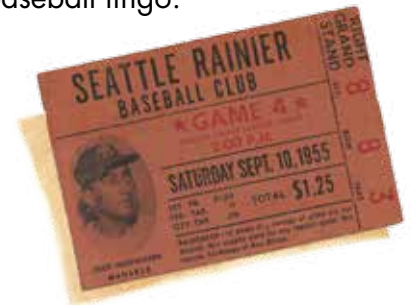
Written by Mark Holtzen

Illustrated by John Skewes



## BEFORE THE STORY . . .

1. Study the **cover of the book** and use *who, what, where, when, why,* and *how* to ask students questions about what they see. For younger students (K–1), model this comprehension strategy by saying, “I wonder what a pennant is. Maybe my question will be answered as we read the book.” (RL.1-2.1)
2. Help young students identify the **author** and **illustrator** and define the role of each in telling a story. (RL.K.6)
3. Prepare a “baseball language” poster where students can collect phrases and expressions in the story that may seem like baseball lingo. Discuss how lingo is used in language to convey hidden meanings. Encourage students to point out sentences and ask questions about where they think lingo may be used in the story. (SL.K-2.2, SL.K-2.3)



## DURING THE STORY . . .

1. **After pages 1 and 2**, stop and ask students, “Have you ever misplaced something? How did you feel?” Use a “Turn and Talk” strategy for students to practice language while describing their experiences. Teacher’s may begin by modelling how to both speak and listen with another student, using language stems that encourage collaborative conversations such as “How about you?” (SL.K-2.1)



2. **After page 4**, ask who they think is speaking in the lines, “The Suds and Halos have taken batting practice. Pitchers are warming up. It’s been a tight race for the pennant.” (RL.K-2.6, RI.K-2.6)
3. **After page 8**, discuss why Huey wanted “to be a good neighbor.” Discuss what that expression means or could mean in various cultures. (SL.K-2.1)

4. **After page 10**, discuss how the **setting** and **characters** are changing. Discuss key details, as evidenced by the illustrations and text. **(RL.1-2.7)**
5. After the **last page** is read, ask students, "What is your opinion? Was Huey careless or clever?" Discuss in small collaborative conversation groups. **(SL.K-2.1)**

## AFTER THE STORY . . .

1. Ask students to describe the overall structure of the story, describing how the **beginning** introduces the story, details are developed in the **middle**, and the **ending** concludes the action. **(RL.2.5)** Have students retell the story, recounting key details in complete sentences, answering the question, "What is the central message of the story?" **(RL.K-2.2)**
2. Ask students to think of questions they would ask a professional baseball player. **(SL.K-2.3)**



3. Write an opinion piece responding to the question, "Was Huey careless or clever?" **(W.K-2.1)**
4. Use media tools to research Huey's frantic journey, using the street names as clues. Discuss rules of capitalization for street names. **(SL.1-2.2)**
5. Compare the illustrations in the book to real pictures of streets and landmarks through media searches on the Internet. **(RI.K-2.7, RL.2.7, SL.1-2.2)**
6. Discuss and/or write about how Huey's character and the adults' experiences in the story might have been the same or different. **(RL.1-2.3, RL.1-2.9, W.K-2.2)**

7. Do a research project on the name “Rainier,” noting the team name, street name, and name of the mountain mentioned throughout the story. **(W.K-2.7)**
8. Complete the “baseball language” poster (*fig. 1*), discussing the hidden meaning behind the lingo used in the sport of baseball. Ask, “Do you think other sports have their own lingo?” **(SL.K-2.1, SL.K-2.2, SL.K-2.3, SL.K-2.4, SL.K-2.6)**

BASEBALL LANGUAGE (*FIG. 1*)

PAGE	PHRASE	MEANING
5	“On the hot corner”	This refers to third base, because the distance between third base and the batter is close enough that a batter with a fast swing could send the ball over the third base line very fast
7	“Two Angels aboard”	Two hitters from the Angels on base
10	Southpaw	A left-handed pitcher
11	A hot bat	When a player has been getting lots of hits
14	“Righetti punches a single to left”	A player got to first base by hitting the ball to left field

*Note on referencing page numbers: To find the pages in the book referred to in this guide, use the title page as page 1.*

**ENGLISH LANGUAGE ARTS STANDARDS THIS GUIDE ALIGNS WITH:**

Reading Standards for Literature: RL.K.2, RL.K.6, RL.K.7, RL.1.1, RL.1.2, RL.1.3, RL.1.6, RL.1.7, RL.1.9, RL.2.1, RL.2.2, RL.2.3, RL.2.5, RL.2.6, RL.2.7, RL.2.9  
 Reading Standards for Informational Text: RI.K.6, RI.1.6, RI.2.6  
 Writing Standards: W.K.1, W.K.2, W.K.7, W.1.1, W.1.2, W.1.7, W.2.1, W.2.2, W.2.7  
 Speaking and Listening Standards: SL.K.1, SL.K.2, SL.K.3, SL.K.4, SL.K.6, SL.1.1, SL.1.2, SL.1.3, SL.1.4, SL.1.6, SL.2.1, SL.2.2, SL.2.3, SL.2.4, SL.2.6

Visit the Common Core State Standards website to read about the individual standards:  
[www.corestandards.org/the-standards](http://www.corestandards.org/the-standards)