

## Unit 1/Week 2

Title: The Marble Champ

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4; RF.5.3, RF.5.4; W.5.1, W.5.2, W.5.4, W.5.9, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.4, L.5.5

### Teacher Instructions

*Refer to the Introduction for further details.*

#### **Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

##### Big Ideas and Key Understandings

With determination and hard work, you can face challenges and accomplish your goals. It is important to be a good sport and show others respect when competing against them.

##### Synopsis

Lupe Medrano is the top student at her school. However, she is a failure at sports until she tries her hand at marbles. She practices playing marbles day and night and exercises her poor thumb until it is sore and swollen. When Lupe enters the marble championship she wins one match after another. Then she takes on the top girl and boy and wins in both divisions. Now she is truly the marble champ!

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

#### **During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along. (Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)
3. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

### Text Dependent Questions

Text Dependent Questions	Answers
Closely examine the first paragraph on page 36. What pattern emerges from the author’s description of Lupe? Why does the author start with this description?	The author provides many details of how well Lupe did. She was a champion, a winner, the awarded, a top student. A student, and she never missed a day of school. The author provides these details to let the readers know that Lupe is a smart girl.
What conclusion can we draw about Lupe based on the first paragraph on page 36?	Not only is Lupe smart, she is also highly competitive. She likes to win, to be the best. The author mentions several competitions she has entered and won – spelling bee, science contest, science fair, piano recital, chess competition. Being the best motivates her to get the best grades every day of school.
Find the phrase “razor-sharp mind” on page 36. How does the author help us to understand what the phrase “razor-sharp mind” means?	The author provides examples in the first paragraph of Lupe’s abilities to have a ‘razor-sharp mind’ like Lupe (Star student in science, and piano, also a straight A student, etc.). Lupe is highly intelligent.
Review the text on page 36-37. What caused Lupe to “fume”? Based on the clues in the text, what does it mean to “fume”?	She was gazing at all of her school/academic awards and was frustrated by the truth that although she was a top student, to her brains, she was no ‘good at sports’, and she will NEVER be good at sports. To fume is to be angry. In this case, she is speaking in a voice with an angry tone.

<p>Why does Lupe compare her thumb to the neck of a newborn chick? How does this fit with earlier descriptions of Lupe?</p>	<p>She is so weak that even her thumb is ‘weaker than the neck of a newborn chick’. The author wants to make a point of how really weak and uncoordinated Lupe is –so she compares her thumb to the weak neck of a newborn chick. Earlier the author pointed out that Lupe could not make her hand work. She could not catch a pop-up, nor could she kick a softball in any direction. She didn’t even learn how to ride a bicycle until she was already 11 years old.</p>
<p>Describe how the illustration on page 37 helps tell the story.</p>	<p>The illustration includes telling details that focus on Lupe’s academic accomplishments. It shows 9 trophies and 9 certificates. It also shows Lupe practicing marbles.</p>
<p>Reread page 38. What does the author mean when he writes that Lupe’s muscles “burned from exhaustion”?</p>	<p>The author used the phrase ‘burned from exhaustion’ to tell readers that Lupe exercised her muscles up to the point where her muscles actually hurt or burn from being exhausted.</p>
<p>Find the instances when the author repeated the phrase “Lupe (she) was no good at sports” from pages 36-40. What is the author’s purpose in repeating this phrase?</p>	<p>Page 36 - ‘The truth was that Lupe was no good at sports.’ Page 37 - ‘I’ll never be good at sports,’ she fumed. Page 39 - ‘Her mother knew Lupe was no good at sports.’ Page 40 - ‘He knew his daughter thought she was no good at sports.’ I think the author is repeating this phrase to let readers know that everyone knew that Lupe was not at all athletic. Her mother knew, her father knew, and Lupe herself knew she was no good at sports. (Readers can also infer that everyone she knew she was no good at sports.)</p>
<p>When you’re entranced by something, it holds your attention with wonder and delight. Why was Lupe’s father so “entranced” by the sight of her beating her brother?</p>	<p>He was entranced because he thought Lupe was good at sports. Yet there she was even beating her brother at a game he was good at.</p>
<p>Reread page 40. What evidence does the author provide to show that Lupe’s father is supportive?</p>	<p>He had other plans on the day of the tournament but he would be there (and he followed through). He arranged for her to have the proper lighting in the backyard to play. He came to all of her matches, encouraged her, and hugged her after her match against the “tough” girl, and hugged her.</p>
<p>Reread the last 2 paragraphs on page 41. Using evidence from Lupe’s actions and words, what kind of a person is she when competing with others?</p>	<p>Lupe invited the first opponent she beat to stay at her family for the rest of the game. After that she asked her beaten opponent to join their group. Lupe did not let her opponent until ‘there was a crowd of people for the finals’. This shows that Lupe was a good sport and a team player.</p>
<p>Reread and examine the last paragraph on page 41. What does her opponent do? What can be infer about why her opponent does this?</p>	<p>Lupe’s opponent in the finals had a “dead serious” expression. She appeared so tough because “she never even looked at the ball.” This was a tactic of the opponent to make Lupe feel nervous so she could win.</p>

<p>How does the author show suspense in the final match of the game?</p>	<p>The author goes back and forth in a quick fashion between the girls, describing the points won by each. He also describes Lupe's actions with phrases like "thumb quivering with sweat", "scratched her nose with a scratch when she blinked", "dropped to one knee and shot so hard". These descriptions make us feel like we are watching Lupe and can feel the same anxiety she does.</p>
<p>A symbol is something that represents something else. What could the broken marbles be symbols of? What can the marbles symbolize?</p>	<p>[Teacher Note: This could be a stopping point for a lesson on symbolism. Start with familiar examples from the text (e.g., the products, etc...) then bring the lesson back to literature. Ask students what authors use symbols when they want to give more meaning or feeling to their story without directly pointing it out.)</p> <p>I think the broken marbles is a symbol of hard work and determination. Lupe was hard in training for the marble championship that she was so strong to crack the marbles. (another possible symbol is determination, perseverance, etc.)</p>
<p>The author contrasted Lupe with Miss Baseball Cap. Find evidence from the narrative of three important differences between the rivals. What pattern emerges from these differences?</p>	<p>Lupe and Miss Baseball Cap were quite different in terms of sportsmanship in that Lupe was a better person. Miss Baseball Cap didn't even make eye contact with Lupe. When Miss Baseball Cap missed a shot, she stamped her foot, unlike Lupe who remained calm. When the game was over, Miss Baseball Cap 'made a face and stared at the ground' while Lupe complimented her and shook hands with her.</p>
<p>What morals or life lessons could be taught through this story? What kind of attitudes, beliefs, behaviors helped Lupe reach her goal?</p>	<p>On page 37, in the beginning of the narrative, the author writes "... she realized that she had only two weeks to learn that the lesson that hard work and determination are important in meeting a goal. However, a laser-leveler had, gets you to your goal even faster.</p>

Vocabulary

	KEY WORDS ESSENTIAL TO UNDERSTANDING	WORDS WORTH KNOWING General teaching suggestions are provided
<p><b>TEACHER PROVIDES DEFINITION</b> not enough contextual clues provided in the text</p>	<p>Page 37 - accurate Page 39 - reluctantly Page 42 - quiver, instinct</p>	<p>Page 36 - chanced Page 37 - gaze, rummage Page 38 - glory Page 40 - rigged, entranced Page 42 - steady Page 43 - glumly, commotion</p>
<p><b>STUDENTS FIGURE OUT THE MEANING</b> sufficient context clues are provided in the text</p>	<p>Page 36 - razor-sharp Page 37 - fumed Page 38 - exhaustion</p>	<p>Page 42 - blast, onlookers, earn</p>

Culminating Tasks

- How did Lupe show that with hard work and determination you can accomplish your goals, even if they seem unlikely?

Answer:

- Set a goal for herself (win the playground championship)

- o Recognized her weaknesses and tried to overcome them (did push-ups, squeezed an eraser)
  - o Practiced over and over again (by herself and with her brother and a neighbor)
- Describe how Lupe showed that she was a good sport when competing.

Answer:

- o Asked her opponents to join her at the next match after she beat them
- o When she beat Miss Baseball Cap, she only said “I did it” under her breath rather than making a bigger scene
- o Shook hands Miss Baseball Cap after beating her
- o Shook hands with everyone, even the dog, after she won the tournament

### Additional Tasks

- Reread the last two paragraphs of the story. At the end, the author writes, “Then she climbed into bed and drifted into a hard-won sleep.” Do you consider this to be a good ending? Why or why not?
- Have students pretend to be Lupe and write speeches to their classmates about setting goals and working to achieve them. Each student should write and present his or her own speech to the class, using formal English and proper public speaking skills. After each speech, have the audience identify 2 reasons that the speaker gave about how to set and achieve their goals. Be sure to have the audience explain how these reasons support the speaker’s claim. (This activity addresses SL.5.3, SL.5.4, and SL.5.6.)

### Note to Teacher

- This story presents many opportunities for cause/effect questions. By practicing the following linguistic patterns orally, students could then be asked and expected to use these same linguistic patterns in their writing. Students could also be made aware that authors use these same linking words when they write. These linking words can indicate the author’s purpose or the text structure of a given passage. Not only will knowing these

linking words make them proficient speakers and writers, but it will also make them proficient listeners and readers, as well.

o The following linguistic patterns are differentiated based on EL levels:

- **Beginning:** (cause) so (effect) Lupe practiced and worked hard so she became a marble champ.

(effect) because (cause) Lupe became a marble champ because she practiced and worked hard.

- **Early Intermediate:** (cause) Therefore, (effect) Lupe practiced and worked hard. Therefore, she became a marble champ.

(effect) since (cause) Lupe became a marble champ since she practiced and worked hard.

- **Intermediate:** (cause) As a result, (effect) Lupe practiced and worked hard. As a result, she became a marble champ.

(effect) for the reason (cause) Lupe became a marble champ for the reason that she practiced and worked hard.

- **Early Advanced:** (cause) As a consequence (effect) Lupe practiced and worked hard. As a consequence, she became a marble champ.

(effect) due to the fact that (cause) Lupe became a marble champ due to the fact that she practiced....

- **Advanced:** (cause) Consequently, (effect) Lupe practiced and worked hard. Consequently, she became a marble champ.

(effect) on account of (effect) Lupe became a marble champ on account of her hard work.

Name \_\_\_\_\_ Date \_\_\_\_\_

### **“The Marble Champ”**

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5. Why does Lupe compare her thumb to the neck of a newborn chick? How does this fit with earlier descriptions of Lupe?



12. Reread and examine the last paragraph on page 41. What does her opponent do? What can be infer about why her opponent does this?
13. How does the author show suspense in the final match of the game?
14. A symbol is something that represents something else. What could the broken marbles be symbols of? What can the marbles symbolize?
15. The author contrasted Lupe with Miss Baseball Cap. Find evidence from the narrative of three important differences between the rivals. What pattern emerges from these differences?
16. What morals or life lessons could be taught through this story? What kind of attitudes, beliefs, behaviors helped Lupe reach her goal?