

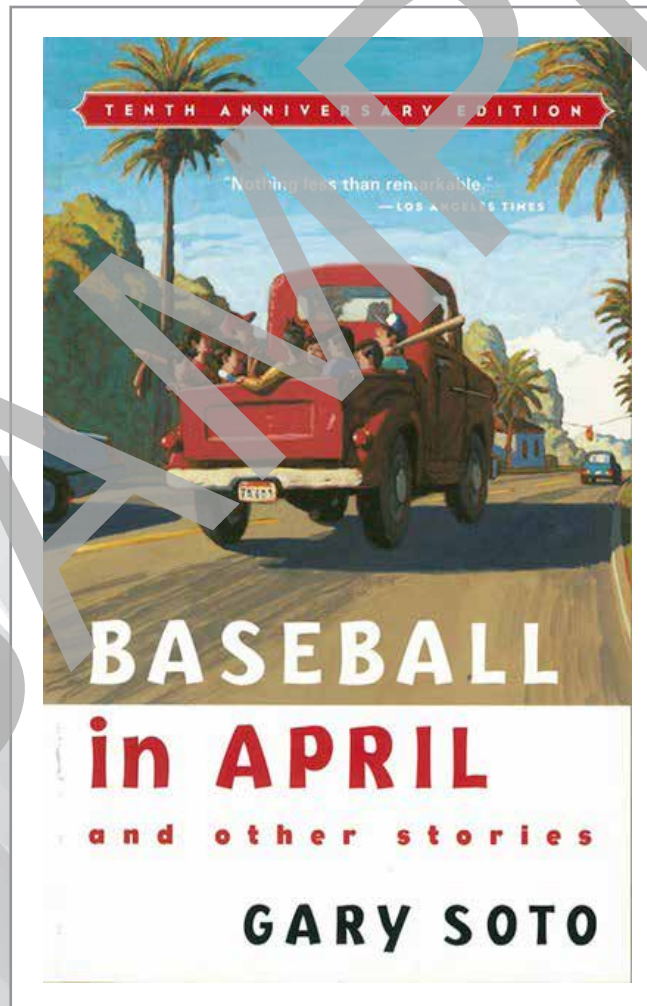


STUDENT PACKET

GRADES 6-8

Baseball in April and Other Stories

Gary Soto



READ, WRITE, THINK, DISCUSS AND CONNECT

Baseball in April and Other Stories

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NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

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Note to the Teacher

Selected activities, quizzes, and test questions in this Novel Units® Student Packet are labeled with the following reading/language arts skills for quick reference. These skills can be found above quiz/test questions or sections and in the activity headings.

Basic Understanding: The student will demonstrate a basic understanding of written texts. The student will:

- use a text's structure or other sources to locate and recall information (Locate Information)
- determine main idea and identify relevant facts and details (Main Idea and Details)
- use prior knowledge and experience to comprehend and bring meaning to a text (Prior Knowledge)
- summarize major ideas in a text (Summarize Major Ideas)

Literary Elements: The student will apply knowledge of literary elements to understand written texts. The student will:

- analyze characters from a story (Character Analysis)
- analyze conflict and problem resolution (Conflict/Resolution)
- recognize and interpret literary devices (flashback, foreshadowing, symbolism, simile, metaphor, etc.) (Literary Devices)
- consider characters' points of view (Point of View)
- recognize and analyze a story's setting (Setting)
- understand and explain themes in a text (Theme)

Analyze Written Texts: The student will use a variety of strategies to analyze written texts. The student will:

- identify the author's purpose (Author's Purpose)
- identify cause and effect relationships in a text (Cause/Effect)
- identify characteristics representative of a given genre (Genre)
- interpret information given in a text (Interpret Text)
- make and verify predictions with information from a text (Predictions)
- sequence events in chronological order (Sequencing)
- identify and use multiple text formats (Text Format)
- follow written directions and write directions for others to follow (Follow/Write Directions)

Critical Thinking: The student will apply critical-thinking skills to analyze written texts. The student will:

- write and complete analogies (Analogies)
- find similarities and differences throughout a text (Compare/Contrast)
- draw conclusions from information given (Drawing Conclusions)
- make and explain inferences (Inferences)
- respond to texts by making connections and observations (Making Connections)
- recognize and identify the mood of a text (Mood)
- recognize an author's style and how it affects a text (Style)
- support responses by referring to relevant aspects of a text (Support Responses)
- recognize and identify the author's tone (Tone)
- write to entertain, such as through humorous poetry or short stories (Write to Entertain)
- write to express ideas (Write to Express)
- write to inform (Write to Inform)
- write to persuade (Write to Persuade)
- demonstrate understanding by creating visual images based on text descriptions (Visualizing)
- practice math skills as they relate to a text (Math Skills)

Name _____

Vocabulary Analogies

imposter	retraced	fidged	preoccupied
sporting	perpetual	reluctantly	deceitful
feigning	vacant	resounded	

Directions: Using the vocabulary words above, complete the following analogies.

1. CELEBRITY is to STAR as _____ is to PHONY.
2. _____ is to CONSTANT as EMBELLISH is to EXAGGERATE.
3. EMPTY is to _____ as COMPLIMENTARY is to FREE.
4. CORDIAL is to FRIENDLY as FRAUDULENT is to _____.
5. _____ is to EXCITEDLY as DISAPPOINTED is to PLEASED.
6. BAFFLED is to ENLIGHTENED as _____ is to FOCUSED.

Write two additional analogies using two of the remaining vocabulary words above.

7. _____

8. _____

Name _____

8. Why does Fausto feel guilty about accepting the money?
9. What does Fausto do at church to try to relieve his guilt?
10. What does Fausto's mother remember seeing in her father's garage?
11. Who helps Fausto learn to play the instrument?

"Seventh Grade"

1. What is the name of Victor's friend?
2. Where did Michael learn to scowl to impress girls?
3. In what type of dance is Teresa interested?
4. Victor finds math confusing. To what does he compare it?
5. Where does Victor finally find Teresa during lunch?
6. What is Victor's French teacher's name?
7. Why did Mr. Bueller's college girlfriend think he was rich?
8. Why does Victor go to the public library after his first day of seventh grade?

"Mother and Daughter"

1. How does Yollie get back at her mother for leaving her in the living room after watching a scary movie?
2. What are at least two of Yollie's achievements at St. Theresa's?
3. What is Mrs. Moreno's solution to Yollie's request for a new dress to wear to the school dance?
4. Who is Yollie's best friend?
5. Who has his eye on Yollie at the dance?
6. How does Yollie know her dress is losing its color?
7. What does Mrs. Moreno make for breakfast the morning after the dance?
8. Who calls Yollie the morning after the dance?
9. How much money does Mrs. Moreno take from her college fund for Yollie?
10. Where do Yollie and her mother go to buy a new outfit?

Name _____

A Character's World

Directions: You may be able to draw parallels between a character's world and your own. Read the situations of different character's lives below. Then describe a related situation or event from your own world.

<p style="text-align: center;">Maria's World</p> <p>Maria doesn't want to go on vacation with her family because she thinks it will be boring.</p>
<p style="text-align: center;">My World</p> <hr/> <hr/> <hr/>

<p style="text-align: center;">Fausto's World</p> <p>Fausto wants a guitar but knows his family does not have enough money to buy him one.</p>
<p style="text-align: center;">My World</p> <hr/> <hr/> <hr/>

<p style="text-align: center;">Victor's World</p> <p>Victor pretends to know French to impress a girl.</p>
<p style="text-align: center;">My World</p> <hr/> <hr/> <hr/>

<p style="text-align: center;">Gilbert's World</p> <p>Gilbert takes karate lessons from a friend to learn to defend himself against the school bully.</p>
<p style="text-align: center;">My World</p> <hr/> <hr/> <hr/>

Name _____

(Conflict/Resolution)

B. Graphic Organizer: Identify the type of conflict (person vs. person, person vs. self, etc.) for each scenario listed below. Then write a brief explanation of how the characters in the story deal with the conflict.

Conflict Type:

Conflict	Resolution
Jesse is not a very good baseball player.	

Conflict Type:

Conflict	Resolution
Alfonso’s brother doesn’t want to lend his bike to Alfonso.	

Conflict Type:

Conflict	Resolution
Hector does not want to call the realtor.	