

Teacher Guide

Grades 5–6

Heat

Mike Lupica



**NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING**



Novel Units® Single-Classroom User Agreement for Non-Reproducible Material

With the purchase of electronic materials (such as ebooks and print-on-demand teaching activities) from a Novel Units, Inc. (Novel Units) Web site, or that of a Novel Units authorized dealer's Web site, the customer (the purchaser or person for whom this product was purchased) is granted a single-classroom user license, which entitles the customer to use these materials for a single classroom (or home) only.

Sharing the digital files or reproduction of any part of this publication in any way or by any means for additional classrooms (or homes), an entire school, or a school system; by for-profit institutions and tutoring centers; or for commercial sale is strictly prohibited.

Reproduction of any part of this Teacher Guide is strictly prohibited.

Use of the materials for anything other than classroom instruction is a violation of Novel Units intellectual property rights. Novel Units retains full intellectual property rights on all proprietary products, and these rights extend to electronic editions of print books or materials, excerpts of print books or materials, and individual teaching activities offered for sale in digital format.

To obtain more information, or, if you would like to use Novel Units products for additional purposes not outlined in the single-classroom license (described above), please contact customercare@ecslearningsystems.com.

HEAT

by
Mike Lupica

Teacher Guide

Written by
Monica L. Odle

Note

The 2007 Puffin Books paperback edition of the novel, © 2006 by Mike Lupica, was used to prepare this guide. Page references may differ in other editions. Novel ISBN: 978-0-14-240757-8

Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

ISBN 978-1-60878-237-6

Copyright infringement is a violation of Federal Law.

© 2012 by Novel Units, Inc., Bulverde, Texas. All rights reserved. Reproduction of any part of this product is strictly prohibited. No part of this publication may be translated, stored in a retrieval system, or transmitted or shared in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc. Reproduction of any part of this publication for multiple school terms, an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Novel Units, Inc.

Publisher Information

For a complete catalog, contact—

Novel Units, Inc.
P.O. Box 97
Bulverde, TX 78163-0097

Web site: novelunits.com

For more digital resources, visit:
ecslarningsystems.com

Table of Contents

Summary	3
About the Author.....	3
Characters	4
Initiating Activities	5
Vocabulary Activities.....	6
Eight Sections	7
Each section contains: Summary, Vocabulary, Discussion Questions, and Supplementary Activities	
Post-reading Discussion Questions	19
Post-reading Extension Activities	21
Assessment.....	22
Scoring Rubric.....	31

Skills and Strategies

Thinking

Brainstorming, research, critical thinking, decision-making, creative thinking

Comprehension

Predicting, evaluating decisions, sequencing

Writing

Letter, essay, blog entry, article, biography, resumé

Listening/Speaking

Oral presentation, discussion, acting

Vocabulary

Definitions, parts of speech, pronunciation, context clues, synonyms, antonyms

Literary Elements

Setting, conflict, tone, characterization, point of view, theme, climax, symbolism, figurative language

Across the Curriculum

Art—caricature, music;
Social Studies/History—immigration, geography, Cuban government, famous baseball players; Sports—baseball; Science—physics

Supplementary Activities

1. Figurative Language: **Similes**—"shaking his head, like he was being sent to his room" (p. 161); "That coach...pouting like a kid who just lost his video game privileges" (p. 164); "stood there, like he was frozen in place" (p. 167); "Michael sliding...like a running back in football finding a hole in the line" (p. 181); **Metaphor**—Robins' coach's face: big fat tomato (p. 163)
2. Music: The Buena Vista Social Club, El Grande's favorite musical group, is a real group from Havana, Cuba. Find out more about the group, and if possible, play one of their songs for the class while giving a report about your findings.

Chapters 26–28

The Clippers play in the semi-final game against Westchester South. Justin continues to show poor sportsmanship to the Clippers. Michael is frustrated that he cannot play. The Clippers begin to lose badly. Suddenly, Carlo arrives at the game with El Grande, Ellie, Mr. Gibbs, and another "Official Person"—the CEO of Little League Baseball in Williamsport. After Manny told Ellie about Michael's situation, Ellie and her father got Michael a birth certificate from Cuba. Michael becomes eligible to play baseball again. The Clippers are able to win the game and play in the finals at Yankee Stadium.

Discussion Questions

1. Do you approve of Justin's behavior toward the Clippers? Why or why not? Why does Justin act the way he does toward Michael and the rest of the Clippers? (*Justin's behavior is unsportsmanlike—he tries to pick fights when no one else is provoking him and then he picks at Manny's head. Answers will vary. Justin acts out because his pride was injured when he was told he could not play and that better than Justin. Justin also seems to have learned poor sportsmanship from his father, who is not a very pleasant person on the baseball field.*)
2. Why do you think El Grande chooses to help Michael obtain a birth certificate? Do you suspect this would happen? Explain. (*El Grande probably chooses to help Michael because Ellie told him about Michael's situation. El Grande also sees something of himself in Michael—a talented, young boy from Cuba who is a dream of playing baseball at Yankee Stadium. He knows Michael has no one else with the power to fight for him. Answers will vary.*)
3. What does it say about Michael that almost everyone on his team volunteers his or her spot for Michael? Do you think Justin's team would have behaved the same way if placed in a similar situation? (*Answers will vary. Michael is a go-to-headed person who loves to play baseball but will support his team and cheer them on to victory even when he cannot play. He displays integrity and has respect for his team. Michael's team respects him, and they also know he is the best player. They want Michael to play because they know Michael loves the game and will help the team win. They also know he was benched for many games and do not want to stand in the way of letting him play now. Justin's teammates may or may not have given up their spots for him willingly. While Justin is the best player on his team, he also treats other teammates with disrespect.*)

Vocabulary

sprain
ligament
belted
sarcastic
spectator
retaliation
ejection
predicament
enforced
rituals
intern

4. Why doesn't Michael mind that the game is riding on his ability to strike out Justin—the best player on the opposing team? How do you think the players feel playing their game in front of El Grande? (*Michael wants to match his team's best against the other team's best. Michael often looks in El Grande's direction to see if his hero is responding to the game. The other players are likely very aware of El Grande's presence, and they probably feel nervous and excited to be playing in front of him.*)
5. Carlos and Michael are struggling to survive financially, as well as struggling to conceal the fact that their father has died. How are these conflicts finally resolved? (*Mrs. Cora tells Mr. Gibbs the truth after Carlos is arrested. Mr. Gibbs offers to apply for temporary custody of the boys, knowing that by the time it is approved, Carlos will be 14 years old and the boys will be able to stay together. Additionally, Mr. Gibbs offers Carlos an internship that Carlos can keep if he chooses. Mr. Gibbs turns out to be an "Official Person" who is truly on their side.*)
6. Why is El Grande interested in going to Yankee Stadium with Michael? (*Answers will vary. Ellie likely wanted to go with Michael, especially since she has been there before and is now friends with Michael again. Also, El Grande remembers what Yankee Stadium was like for him the first time. He is especially proud of this when he watches Michael enjoy the grandeur of the stadium that has always been just out of his reach, yet always in his dreams. Perhaps El Grande appreciates that his plan has helped to benefit a deserving young person.*)
7. **Prediction:** Do you think the Clippers make it to the Little League World Series?

Supplementary Activities

1. **Figurative Language Examples**—"rubbed his fingers together, like a fly rubbing its wings" (p. 189); "like a boy smile somebody had patted on the head" (p. 190); "looked more...like a meat dog, baring his teeth" (p. 191); "shaking, like a leaf in a strong wind" (p. 200); "flapping his arms like he was trying to make a new angel in the green grass" (p. 218); **Metaphors**—Justin: rotten apple (p. 189), loose cannon (p. 202)
2. **Sports/Writing:** Look up the Little League World Series. Write a newspaper article about one of the series that occurred in the last five years. If any player has a unique story about how he got to the Little League World Series, include that information in your article.

[illegible]

CONFIDENTIAL

Problem

Turning Point Incident

Careers

Resolution

Setting

Sociogram

Directions: A sociogram shows the relationship between characters in a story. Complete the sociogram below by writing a word to describe the relationships between the characters. Remember, relationships go both ways, so each line requires a descriptive word.

