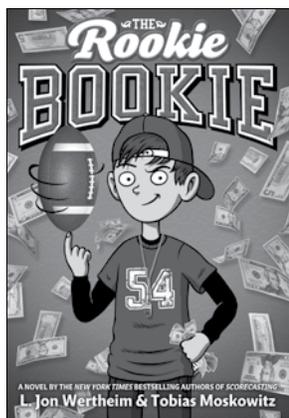




LITTLE, BROWN AND COMPANY
BOOKS FOR YOUNG READERS

COMMON CORE CLASSROOM READY GUIDE



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***The Rookie Bookie* by L. Jon Wertheim and Tobias Moskowitz**

FOCUS ON COMMON CORE ANCHOR STANDARDS

Every book can meet most if not all Common Core English Language Arts Anchor Standards. However, we have found that some books address certain Standards with particular strength. These activities seek to make the connections between a given text and the Common Core Anchor Standards—leaning on this text’s literary strengths.

Appropriate grade 6 Mathematics Standards are included with the ELA Anchor Standards.

CCSS.ELA-LITERACY

CCRA.R.1 and CCRA.SL.1

The first Anchor Reading Standard asks students to read closely and make inferences about the text, supporting their inferences with evidence. In *The Rookie Bookie*, the main character, Mitch, also spends much of his time making inferences about people and their actions, based on what he observes and what he already knows. On page 199, he defines his way of making inferences when he talks about how the janitor, Mr. Eads, figures something out: “He was doing something what clever people in business do all the time – using what he could see to figure out what he couldn’t.” Have students find two or three instances in the text when Mitch uses “what he could see” to make an inference about what might happen. Then ask students to make their own inferences about Mitch, using the evidence about him from the text and their own prior knowledge about the way people behave or the things people are likely to do and think. Encourage them to share their inferences and the evidence that supports them orally with classmates; this kind of discussion addresses Speaking/Listening Standard SL.1.

CCRA.R.2

This Standard asks students to determine the central themes in a text. To find a theme, students should look for aspects of characters and plot that reflect a larger idea or have universal meaning. Students can identify a text’s theme by asking themselves, “What conflict does the main character face?” Have students identify the main, repeating conflict in the story and analyze how the conflict reflects the larger ideas that the authors are trying to express.

CCRA.R.3

With this Standard, students are asked to note how characters change over the course of a story. Mitch changes considerably from the beginning of the book to the end. Have students create a chart in which they can describe Mitch at the beginning of the book and then explain how he has changed by the end of the book, using evidence from the text to support their ideas.



CCRA.R.4 and CCRA.L.5

In these Standards, students are asked to interpret the meaning of words and phrases in a text, including metaphors and similes. Mitch describes things using similes frequently throughout the story. Have students work individually or with partners to find examples of similes Mitch uses and explain how Mitch uses comparisons to create vivid images.

CCRA.W.3 and CCRA.SL.6

This Writing Standard asks students to plan, write, and edit narratives. *The Rookie Bookie* ends with the basketball coach approaching Mitch to ask for his help. Have students work in small groups to brainstorm, plan, and write a scene in which Mitch helps the basketball coach in a way similar to the way he helped the football coach. Groups can read their scenes aloud dramatically, which addresses Speaking/Listening Standard SL.6.

CCRA.L.4

This Language Standard asks students to find the meaning of unknown words and phrases, including idioms, words, or phrases with meanings different from their literal meaning. The authors use a number of idioms in the book, sometimes as chapter titles. Have students work with partners to determine and write the meaning of each idiom below, using context clues in sentences or chapters:

- Give everything I got (p.42)
- Following the herd (p.105)
- Word of mouth (p.93)
- Following your bliss (p.249)

CCSS.Math

Content.6.RP.A.3.c

This Math Standard has students read, write, and work with decimals. On page 62, Mitch's math teacher Mr. Rafferty explains the use of decimals in figuring out a baseball player's batting average. Have students reread this section of the book. Then provide them with the sports section of a newspaper or a page from an Internet sports site that includes batting averages for players. Ask them to work with partners to choose a team and use the batting averages for five of the players to determine how many hits out of a hundred each player gets.

Content.6.RP.A.3.d

This Math Standard asks students to convert measurement units. On pages 94-96, Mitch's math teacher has his class convert fractions into decimals using real-life situations. Have students work in small groups to use the denominator that Mr. Rafferty uses – the number of students in the class – as a basis for writing a real-life math problem that requires converting a fraction into a decimal. Groups can figure out what number of students have or do something particular, such as "Fifteen out of twenty-five students in the class have brown hair." The problem can ask how to express the ratio as a fraction ("What fraction of students have brown hair?"), or it can ask students to go further and express the fraction as a decimal. When groups have finished writing their word problems, have them exchange them and solve each other's problems.