

Name _____ Date _____



The Boy Who Saved Baseball

Think Like a Reporter

As a reporter, write a script that covers a scene from pages 168-172. Focus on a specific theme. Use descriptions from the story to show what viewers would see in the Video column. In the Audio column, write the reporter's narration. You can also use quotes from the characters as if they are first-person interviews.

Batting Practice

Video	Audio
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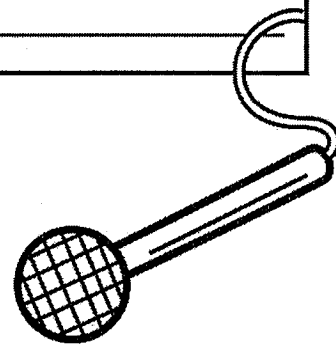
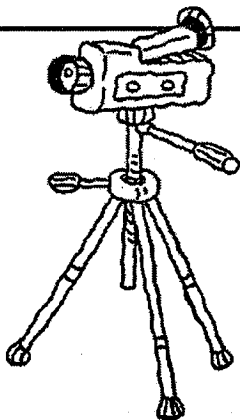
Name _____

Date _____

Reread pages 176–179 and write the news script.

Lying Under the Stars

Video	Audio
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Using Context

**The Boy Who
Saved Baseball**
Vocabulary Strategies:
Using Context

Read each sentence. Use context clues to figure out the meaning of the underlined word. Then write the meaning of the word on the lines.

1. Do you think Mason was trying to deceive me when he gave the wrong answers to my questions?

2. My mother taught me to be polite and courteous towards my elders.

3. I thought the room in the picture was getting smaller, but it was only an optical illusion.

4. The rider decided to mount the horse and practice riding once more before the show.

5. I tried to enlist Sara's help on the project because she is such a good artist.

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Words with *ie* or *ei*

The Boy Who Saved Baseball

Spelling: Words with *ie* or *ei*

Basic Write the Basic Word that best belongs in each group.

1. recreational, relaxing, _____
2. mislead, betray, _____
3. cover, mask, _____
4. momentary, quick, _____
5. conviction, opinion, _____
6. snatch, clutch, _____
7. arrogant, vain, _____
8. rule, govern, _____
9. observe, notice, _____
10. goods, cargo, _____
11. pasture, meadow, _____
12. despair, sorrow, _____
13. pause, give up, _____
14. distant, far-off, _____
15. fierce, intense, _____

Challenge You have just been to see a famous magician perform. Write sentences describing the show. Use three Challenge Words. Write on a separate sheet of paper.

Spelling Words

1. brief
2. field
3. reign
4. review
5. fiery
6. receipt
7. relieve
8. conceited
9. neither
10. foreign
11. grief
12. veil
13. freight
14. belief
15. deceive
16. yield
17. beige
18. perceive
19. seize
20. leisure

Challenge

reprieve
wield
feign
conceive
retrieve

Name _____ Date _____

Spelling Word Sort

**The Boy Who Saved
Baseball**

Spelling: Words with *ie* or *ei*

Write each Basic Word beside the correct heading.

<i>i</i> before <i>e</i>	
<i>ei</i> after <i>c</i>	
<i>ei</i> spells /ā/	
Other patterns	

Spelling Words

1. brief
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5. fiery
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7. relieve
8. conceited
9. neither
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11. grief
12. veil
13. freight
14. belief
15. deceive
16. yield
17. beige
18. perceive
19. seize
20. leisure

Challenge

- reprieve
wield
feign
conceive
retrieve

Challenge Add the Challenge Words to your Word Sort.

Connect to Reading Look through *The Boy Who Saved Baseball*. Find more words that have the *ie* and *ei* spelling patterns on this page. Add them to your Word Sort.

Name _____ Date _____

Proofreading for Spelling

The Boy Who Saved Baseball

Spelling: Words with *ie* or *ei*

Find the misspelled words and circle them. Write them correctly on the lines below.

Everyone has read a story about a great baseball team, firey competitors who seeze every opportunity on the baseball feild. Defeat is foriegn to them, but they aren't concieted in any way. My team wasn't like that.

I won't decieve you. We were the worst softball team in history. A revew of our record takes no time at all. We lost 48 games. We won zero. We were successful at niether pitching nor hitting. Our uniforms were even baige! Nothing would releive our losing streak. Once, the opposing pitcher pitched a no-hitter! As far as I know, no other team in the history of slow-pitch softball has failed to get a single hit.

Our efforts didn't yeeld a single playoff slot. We finally called it quits after four years. And I had just bought a new glove! I should have saved the receit.

Spelling Words

1. brief
2. field
3. reign
4. review
5. fiery
6. receipt
7. relieve
8. conceited
9. neither
10. foreign
11. grief
12. veil
13. freight
14. belief
15. deceive
16. yield
17. beige
18. perceive
19. seize
20. leisure

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

Name _____ Date _____

Action Verbs

**The Boy Who Saved
Baseball**

Grammar: Kinds of Verbs

An **action verb** is a word that shows action. It says what someone or something does or did. Action verbs tell what event or activity is happening or has already happened.

Char eats hot dogs at the game.

We played baseball at the park on Saturday.

Thinking Question

Which word shows action?

Activity Underline the action verb in each sentence.

1. We walked from the auditorium to the baseball field.
2. I predict a win for the Cougars.
3. Gabe threw the opening pitch.
4. Keisha raced across the plate.
5. Rami pitched during the third inning.
6. We all cheer for the players.
7. Jack hits a home run.
8. Both teams played a great game.

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Main and Helping Verbs

**The Boy Who Saved
Baseball**

Grammar: Kinds of Verbs

The **main verb** in a sentence tells what the subject does or is.

You are swinging too soon.

A **helping verb** helps the main verb show an action or make a statement. Some common helping verbs are *am, is, are, was, were, will, should, have, had, has, and can.*

You are swinging too soon.

Thinking Question

Which verb tells what the subject is or does, and which verb helps it?

Activity Underline the main verb in each sentence. Circle any helping verbs.

1. The team has played well this season.
2. We have won most of our games.
3. I will leave at the end of the season.
4. I can watch the game at my house.
5. I am attending a game tonight.
6. You should concentrate on the game.
7. You could catch that ball.
8. He should watch the ball.

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Being and Linking Verbs

The Boy Who Saved
Baseball

Grammar: Kinds of Verbs

A **linking verb** links the subject of a sentence to a noun or adjective. A linking verb does not show action. It tells what someone or something is, was, or will be.

The coach looks happy today. (*Happy* describes *coach*.)

A **being verb** shows what the subject is or is like. A being verb is a kind of linking verb.

The coach is happy today.

Thinking Question

What word or words link the subject with another word that describes or renames it?

Activity Underline the being verb or linking verb in each sentence.

1. Baseball is a very popular sport.
2. The pitcher looked quite happy.
3. The hit seemed fair to me.
4. The game became very tense.
5. You appeared calm at the end of the game.
6. Our seats seemed a long way from the field.
7. Baseball can be a very exciting game.
8. I felt good about the game.
9. She is so happy about the win.
10. The team was ecstatic about the playoffs.

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Complete Sentences

Complete Subject	Complete Predicate
My brother	plays baseball on the high school team.

Sentence Fragment	Practices every day after school
Complete Sentence	He practices every day after school.

Run-On Sentence	We watched the game last night it was fun to cheer.
Complete Sentences	We watched the game last night. It was fun to cheer.
Run-On Sentence	My brother caught a fly ball he hit a home run.
Complete Sentence	My brother caught a fly ball and hit a home run.

1-4. Label each group of words *sentence fragment* or *complete sentence*.
If the group of words is a complete sentence, draw a line between the complete subject and the complete predicate.

1. Kids have played at O'Leary Park for years. _____
2. Even my grandpa when he was young! _____
3. The city wants to pave over the field. _____
4. Will make posters to protest and write to our mayor.

5-6. Correct each run-on sentence by creating a compound subject or compound predicate. Use the conjunction in parentheses. Write the new sentence on the line.

5. My family loves baseball my family always roots for our hometown team. (**and**)

6. At the ballpark, my sisters share a bag of peanuts I share a bag of peanuts. (**and**)

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Connect to Writing

**The Boy Who Saved
Baseball**
Grammar: Connect to Writing

Verbs tell what someone or something does. Good writers choose verbs carefully to help their readers picture the action in their minds.

sentences with vague verbs	sentences with exact verbs
Gracie <u>ran</u> across the field.	Gracie <u>sprinted</u> across the field.
Tyler <u>walked</u> by the bleachers.	Tyler <u>strolled</u> by the bleachers.

Rewrite each sentence, replacing the underlined verb with a more exact verb.

1. Cho looked at the team roster.

2. She ran across the field.

3. Danny ran toward third base.

4. They ate popcorn and peanuts at the game.

5. Some weeds grew around the outfield.

6. She drew a picture of the ballpark.

Focus Trait: Voice

Establishing a Claim

The Boy Who Saved Baseball
Writing: Argument Writing

Good writers begin a response paragraph with a claim, or opinion, about a topic. The claim establishes what the writer believes. The rest of the paragraph is organized with relevant reasons and evidence that support the claim.

Read the paragraphs. Rewrite the topic sentence to include a strong claim presented by the writer. Use strong, vivid language.

1. The media is good for people. The reason I believe this is that they bring the important stories that keep us connected to the outside world. For example, I know what's happening in my community, but what's happening a thousand miles away from me? When I turn on the television, I hear the familiar voice of the anchorwoman fill my living room, and I listen intently to the stories. As a result, I feel connected to my country and to the people around the world.

2. Mass media is distracting. When I look all around me, I am bombarded by distracting advertisements. One advertisement promises "Get whiter teeth now!" The next advertisement screams "The most amazing shampoo that you just can't live without!" The products are endless, and it can be overwhelming to decide which one to choose. In the end, I always decide that hitting the great outdoors is the best distraction that works for me!
