

Teammates

Author: **Peter Golenbock**

Illustrator: **Paul Bacon**

Harcourt Inc.

Teammates is for a slightly older age group, but teachers and parents may wish to use portions of the story with K-2 children.

Materials

Map of the United States, books with pictures of Brooklyn, Cincinnati and Louisville, picture of Crosley Field (in book, or other source).

Activities

Display the United States map and ask the children to locate Brooklyn, New York; Cincinnati, Ohio; and Louisville, Kentucky. What do they know about those cities? Using the picture books, find landmarks for each city. Let the children choose their favorite landmark and draw or paint their interpretation of it, or let them build an interpretation of the landmark with blocks or other building materials. Have each child identify their landmark for the class and tell

where it is located and what they like about it. During library time, teachers and school librarians can divide a class of older children into manageable groups to use print materials and/or Internet sites for research. Be sure to have an adult with students at all times when searching the Internet. Let the children choose one of the following topics to research: the most recent three baseball stadiums in Cincinnati; names of players from the two Negro Baseball Leagues; years that Negro

Baseball Leagues were in existence; and other appropriate topics as chosen by the teacher or librarian. After they collect their information, let them present it to the entire class. The class may then work together with the teacher and librarian to create a time line from Negro Baseball Leagues to present day National Baseball League and American Baseball League.

This is the Way We Eat Our Lunch

Author: **Edith Baer**

Illustrator: **Steve Björkman**

Scholastic Inc.

Materials

World map, dictionary, music from other countries, drawing paper, crayons, pencils, magazines, newspapers.

Activities

Display a world map, and as you read each page of the book, point to the new area on the map or have older students locate it on map. Ask which areas are farthest away and which are closest to where they live.

Make foods from the areas represented in the book by using the recipes in the

back of the book and other recipes from cookbooks you have at home or find in the library. Invite friends in (or parents, if you are doing this in a classroom setting) and "act out" the entire book, serving the food as the book is re-enacted. Locate music from the countries represented in the book (from your school library, public library or home collection), and play it during the feast.

Students may enjoy drawing a picture of their favorite lunch to take to school (brought) or purchased at school (bought). Display the pictures and make a chart or graph of the most favorite foods. Or have the children cut out pictures of foods from magazines, newspapers and menus to create a collage of their favorite lunches. Explain the food pyramid and then ask the children to decide which of their favorite lunches are nutritious.

Joel Says

Before the book is read, ask...

By looking at the pictures on the front of this book, what do you think is different about Jackie Robinson and Pee Wee Reese? What is the same about both? Have you ever played baseball? How would you feel if someone told you that you could not play with them because of the color of your skin?

Stop during the book and ask...

Can you really tell anything about a person just by looking at the color of their skin?

After reading the book, ask...

As you listened to this book, how did you feel? Could you have been as brave and courageous as Jackie Robinson? Where would you locate biographies in your library?

Joel Says

Before the book is read, ask...

What is your favorite food for lunch? Let's look at the illustrations on the front and the back of this book. Do you recognize any of the foods? Do you usually have a bought or a brought lunch for school?

Stop during the book and ask...

Can you tell what food or country we will be reading about next? (Show children the next page you will read.)

After reading the book, ask...

Does everyone have to eat the same food for lunch? Can you locate the city or country of _____ on the world map? (Locate each place on the map either for the children or with the children's assistance.)