



A Teacher's Guide for the **RIP & RED SERIES**

FOR
USE WITH
COMMON CORE
STATE
STANDARDS



ABOUT THE AUTHOR

Phil Bildner is a former New York City public school teacher who lives in Newburgh, New York. The author of many books, including *Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans* and *The Soccer Fence: A Story of Friendship, Hope, and Apartheid in South Africa*, Phil is a frequent speaker at conferences and travels to over sixty schools a year.



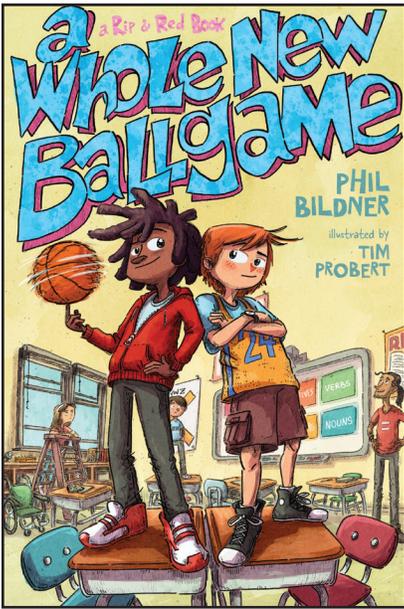
ABOUT THE ILLUSTRATOR

Tim Probert has illustrated children's books, including *Pickle* by Kim Baker, as well as magazines and advertisements. He is also a director at the animation studio Aardman Nathan Love. He lives in New York City.

ABOUT THE GUIDE

This guide is aligned with Common Core Standards for 5th grade but can be applied to grades 3–7. To attain specific Common Core grade level standards for their classrooms and students, teachers are encouraged to adapt the activities listed in this guide to their classes' needs. You know your kids best!





HC 9780374301309 • PB 9781250079763
e-Book 9780374301330 • Ages 8–12

ABOUT THE BOOK

Rip and Red are best friends whose fifth-grade year is nothing like what they expected. They have a crazy new tattooed teacher named Mr. Acevedo who doesn't believe in tests or homework and who likes off-the-wall projects, the more "off" the better. They also find themselves with a new basketball coach: Mr. Acevedo! Easygoing Rip is knocked completely out of his comfort zone. And for Red, who has autism and really needs things to be exactly a certain way, the changes are even more of a struggle. But together these two make a great duo who know how to help each other—and find ways to make a difference—in the classroom and on the court. With its energetic and authentic story and artwork, this is a fresh, fun book about school, sports, and friendship.

VOCABULARY EXTENSION PACK

Before reading *A Whole New Ballgame*, have students sort the following vocabulary words into the chart provided on page 4.

CHAPTER NAME:	VOCABULARY:
<i>Fifth Grade!</i>	bolted, portables, coordinator
<i>Mr. Acevedo</i>	bassist, piercings, dismissal, exception, pungent
<i>Rip and Red</i>	predictable, rhetorical question
<i>Slammed!</i>	"hit by a bus," digest, featuring, scarfed
<i>Ready to Ball</i>	scalp, varsity, clingy
<i>Huh?</i>	snatched, tattoos, symbols
<i>Handshake</i>	vise-gripping, definitely
<i>Coach Acevedo</i>	consolidated, district, opposing, league, co-ed
<i>Hoops Madness</i>	mistaken, traveling, possession, distracted, midcourt
<i>A Free-Throw-Shooting Machine!</i>	underhanded, rebound, hustling
<i>Lesley Irving</i>	accommodating, bond initiative

CHAPTER NAME:	VOCABULARY:
<i>Community Circle</i>	denim, homophones, swag, graffiti, Santiago, Santo Domingo, delusional, contagious
<i>Teacher's Theater Time</i>	strutted, prediction, performance
<i>Up</i>	incident, indispensable, access, perspective, vantage
<i>Happy Reading Day!</i>	potential, preliminary
<i>Fix It Friday</i>	revise, editing, distribute
<i>Flat Tires</i>	reflection
<i>The Games Begin</i>	advantage, contributes, delusional, unrealistic
<i>Bulldozed and Blitzed</i>	singled out, embody
<i>Nasty Notecards</i>	fecal
<i>Back-to-School Night</i>	expectations
<i>In the Amp</i>	conductor
<i>Double-Teamed</i>	challah, relentless
<i>Shaking Things Up</i>	stifle, contexts, persuasive, violently
<i>Meltdown</i>	paced
<i>Coach Crazier</i>	class, dignity
<i>Fallout</i>	recommendation
<i>A Very Good Man</i>	disruptive
<i>Speedy and Ri-Dic-U-Lous</i>	deuce
<i>Testing the Limits</i>	neglecting
<i>Rematch</i>	suffocating

Brand-new to me:	I've heard this word once or twice:	I could say what it means if you used it in a sentence:	I could give you a decent definition in my own words:	Without a doubt, I already own this word:

As students read, ask them how many of the words they can define by the context in which they are used. Instruct students to highlight the ones they could discern without using a dictionary at all. Then, have them choose at least five words that they still need to explore and instruct them to look up everything they can about each word. Have students share their findings with a word-partner. Together, they should brainstorm situations where you would use the selected words.

CCSS.L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DISCUSSION QUESTIONS

1. List everything you learn about Rip and Red in the first ten pages. What do you think are the most important aspects of both of these students?
2. Do you think Mr. Acevedo will be a great teacher or not? Explain why you would or would not want him to be your teacher.
3. Why does Rip feel like he's been "hit by a bus?" What are these phrases called? Who has trouble understanding them? Do you ever find some of them confusing?
4. What does the scene in the bathroom show the reader about Rip and Red's friendship?
5. What's the next surprise in the gym? What clues help the reader learn that Red is nervous?
6. How does Rip distract Red from all the changes? What does Coach Acevedo promise the boys?
7. Why do you think Mr. Acevedo has kids stand on the tables to improve their writing? What's the most important thing Rip notices?
8. Which word does Mr. Acevedo not permit in room 208? Why? How does he plan to get around it?
9. How does Rip and Avery's getting-to-know-you meeting go? Do you agree with her views on things or not?
10. What is Fix It Friday? What do they fix and why?
11. What is Red's mom's advice about the project and working with Avery? Explain what she meant. Have you ever had to work with someone you found difficult? How do you get around it?

12. What does Avery learn from Rip about rolling over things in her wheelchair? Have you ever thought about this before?
13. Even though they lost the first game, why is Coach excited by the quarter breakdowns? Also, why is Coach impressed with Red? What does he embody?
14. Why might back-to-school be rough for Mr. Acevedo? Would your parents agree more with Ms. Irving or the other parents?
15. Explain Mr. Acevedo's position on test preparation. What are his arguments? Do you agree?
16. Why does Red lose it after changes are announced? How is Red trying to calm himself after becoming upset? List his worries and then rank them from most to least important.
17. How do Mr. Acevedo and the kids feel about Millwood's coach? Why? Would you want to play for Millwood?
18. What three important things come out of the conference with Mr. Acevedo for Rip?
19. What is the writing topic for Happy Writing Day? What do you like to write about? What do you do when you're stuck?
20. What does Rip figure out about Avery's name? How does she feel about it and why?
21. Analyze the aspects of Rip and Avery's presentation that made it so awesome. List ideas for giving a great presentation based on their success.
22. Explain how Red ends up in the game? Why is it ironic? What is the outcome?

CCSS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

CCSS.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SAYINGS!

Every language is filled with phrases that are not exactly what they seem to mean. Here are two types:

◆ IDIOMS

An expression that does not mean what it literally says. It can be really confusing to someone new to the language. For example: "She's pulling my leg."

◆ PROVERB/ADAGE

An elegant or sophisticated phrase or sentence that offers real-world wisdom.

In pairs, have students discuss the following sayings from the book and ask them to identify whether they are simple sayings, idioms, or a proverb/adage. Once they have classified each saying, ask each pair to discuss what they think each saying might mean. Once each pair has a decent "definition" have them share it with another pair. Then discuss as a class.

- Extend an olive branch
- Soup's on
- Just my two cents
- Getting in your chairs
- Life isn't about waiting for the storm to pass. It's about learning to dance in the rain
- Explode off that screen
- Full-court press
- Cherry picker
- Never say don't drink that water

After the class discussion, have students write a journal on this topic:

How do you think sayings, idioms, and proverbs become part of a language? Are there any sayings that your family uses a lot?

CCSS.L.5.5.B Recognize and explain the meaning of common idioms, adages, and proverbs.

CLOSE READING: INFERENCES

An inference is an understanding made indirectly to the reader, who has to figure out the meaning. Have students look back at the scenes listed below and ask them to make inferences about each scene, using the chart provided.

Scene:	What you can infer:	A quote that makes you think so:
Red's first meeting with Xander		
Rip's relationship with his mom		
Ms. Irving's feelings toward Red		
Why other parents call Ms. Irving often		

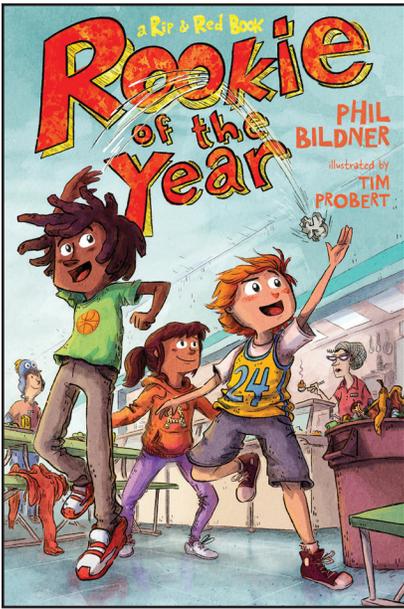
CCSS.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

HAPPY WRITING DAY!

On page 190 Mr. Acevedo says, "Today, we're going to write about what makes us different, what makes us unique."

Ask students to pretend they are also in Mr. Acevdo's class and to write a journal entry on this topic. Read Rip's entry for inspiration first if you like.

CCSS.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



HC 9780374301347 • e-Book 9780374301354

Ages 8–12

ABOUT THE BOOK

Just when they think they’ve got the hang of things, Rip and Red find that fifth grade continues to challenge them in head-spinning ways. Tiki, a new girl whose Egyptian dad is an animal-rights activist, has just joined their class. She’s charismatic, funny—and she’s got game! Rip has his world turned upside down as Tiki proves to be tough competition on the Clifton United basketball team and leads a rebellion against the lousy new food service in the school cafeteria. Red—a kid on the autism spectrum—is struggling with the upheavals as well. But as these two funky and funny best friends discover, sometimes radical change is the right move, on the court and off.

VOCABULARY WORD WORK: EXPAND YOUR REPERTOIRE OF WORDS!

As they read, ask students if they can figure out the definition of these words based on the context of the sentence in which they appear. Have each student choose 20 words that they are unfamiliar with. Each student will become an expert on their chosen word by making flash cards that provide: the definition in their own words, an original sentence that proves their understanding, the etymology (or the languages that produced it), and the part of speech.

CHAPTER NAME:	VOCABULARY:
<i>Cafeteria Basketball</i>	heave
<i>The Early Pass</i>	portables, officially
<i>The Lunch Bunch</i>	replaced
<i>Takara Eid</i>	snickered
<i>Tiki Time</i>	composition
<i>Name That Food</i>	ambush, trembling, warrior, prevented, recite, activist, hijab, biodegradable, attitudinal, expose
<i>A Whole New Ballgame</i>	complacent, <i>Tabula rasa</i> , <i>Carpe diem</i> , competitive, Fukushima, hustle, conditioning
<i>CC and Tiki</i>	enforced, discretion, inappropriate

CHAPTER NAME:	VOCABULARY:
<i>Operation Food Fight</i>	muttered, inflatable, protest, guillotine
<i>Clean or Dirty?</i>	plucked, strategy, transient
<i>The Strategy</i>	opponents, unorthodox, approach, contribute
<i>Sprinting</i>	cylinders, stances
<i>Pizza and Pushing the Envelope</i>	dissatisfaction, constructively, idiom
<i>Rookie of the Year</i>	executed, dominant, intensity, gnat
<i>Working Me</i>	unfortunate, valuable, stunt
<i>Plots and Plans</i>	stamina, deflecting
<i>Mission #1</i>	alcove, declare
<i>The Opener</i>	trudged
<i>The Hot Seat</i>	recapping, flinched
<i>Mission #2</i>	resembled
<i>Road Test</i>	possession, dividends, deficit
<i>Happy Writing Day</i>	interpret, deserve, reflect
<i>Swooping and Hooping</i>	astounding
<i>Caught</i>	quivered, panicked, significant, consequences
<i>The Hot Seat, Again</i>	inconvenience
<i>Bench Mob!</i>	momentum
<i>Sentencing</i>	whimpering, stickler, fortunate, accountable, morphing, revoked, spearheading, initiative, privilege, retribution
<i>A Girl in My Bedroom</i>	snatched
<i>Leading the Way</i>	extended
<i>Showdown!</i>	deuce, impact

CCSS.L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

DISCUSSION QUESTIONS

1. Describe Tiki and explain what's interesting about her. After reading the "Tiki Time" chapter, decide whether you think Rip likes Tiki or not. Make a chart with the reasons and examples of likes/dislikes.
2. Explain what happens at basketball practice. How do you think Rip is feeling? Why? Find proof in a key quote.
3. What is discretion? Infer whom Mr. Acevedo is trying to teach this lesson? Do you know anyone indiscreet?
4. After Mr. Acevedo does homework on basketball strategy, what new plan is outlined? Why?
5. Would you want to play basketball for coach Acevedo? Why or why not? Explain what he means when he says to Rip, "Way to lead the way."
6. Besides skills of the game, what else does a sport teach you?
7. Why do you think Mr. Acevedo reads picture books to his fifth-grade class? Do you agree? What is your favorite picture book of all time and why?
8. Describe the drill that Mr. Acevedo devises to keep players focused. How does Rip show intensity?
9. Analyze Diego's work as commander of Operation Food Fight. Is he a good leader or not? Explain. What's the plan?
10. What is Coach's strategy for games? Why is Rip so disappointed?
11. How does Rip handle the disappointment? How would you?
12. Despite the score, why does Rip call the first game garbage? How would you feel?
13. What does the quote "Life is about playing the cards you're dealt" mean to you?
14. How did things mix up in the third game? Why do you think Coach went with this strategy?
15. Why is Rip so shocked at the next game? How does he handle the disappointment? Is it sportsmanlike?
16. Do you think writing helps Rip understand and control his feelings? Does it work for you?
17. Infer why Red was upset when Rip was explaining nicknames that Avery uses.
18. Describe Rip's mom's reaction to the news of trouble. What's the best thing to do when you are in trouble?
19. What is Red like as a reader? What genres do you most like to read? Why?
20. List two compliments that Mr. Acevedo gave Rip. What would be your own strengths as a reader?
21. Explain why Ms. Irving said the kids in the principal's office should "respect your good fortune." Analyze the outcome of the meeting. Was it fair? Reasonable? Justified?
22. Why does Tiki come over? How has Rip's feelings changed for Tiki? Give two examples.
23. Were you surprised about the news of Tiki's? Did you catch the clue that Red spotted?

CCSS.RL.5.5 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

CCSS.RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

CCSS.SL.5.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

WISE WORDS

Mr. Acevedo likes pieces of advice and other wise sayings, especially those from his grandmother. Have students collect at least five pieces of advice through quotes found online or at the library or by asking their own parents or grandparents. Then have students create their own “pieces of advice or words to live by” (pg 45) poster that they can hang in the classroom.

WORD WORK

Mr. Acevedo loves to use words that his students may not know off the top of their heads (another idiom!). Have students choose at least ten words from the vocabulary list provided on pages 7 and 8, and complete two of the following activities using those words.

- ◆ **WORD WORM:** Try to connect all of the words one after the other by their meaning, structure (roots and suffixes), or a personal tie. Be prepared to explain your reasoning.
- ◆ **ILLUSTRATION:** Draw a symbol, illustration, or picture that helps you remember the definition of the word.
- ◆ **TONGUE TWISTERS:** Create a set of tongue twisters based on the word.
- ◆ **CROSSWORD:** Create a crossword puzzle based on the words (provide an answer key).

CCSS.L.5.5.C Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

PROVE IT, YO!

Be a Reading Detective

Good readers can find specific evidence and clues from a story that prove a fact or detail. Have students identify an important quote from the text that proves the statements listed in the chart below. Then, in pairs, ask students to compare their evidence and decide which quote best proves the point.

Fact from the novel:	A quote that proves it:
Rip is a really great basketball player.	
Red does not like change.	
Ms. Irving, Rip's mom, gives great advice.	
Mr. Acevedo is a great teacher or coach.	

CCSS.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.