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Teacher Created Materials Bookroom Grade-Level Collection Grade 4

This sample includes the following:

Management and Assessment Guide Cover (1 page)

Table of Contents (1 page)

How to Use This Product (4 pages)

Lesson Plan (2 pages)

Comprehension Assessment (2 pages)

Oral Reading Record Assessment (1 page)

Reader (18 pages)

To Create a World ⁱⁿ which
Children **love** to Learn!

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Teacher Created Materials
Bookroom

Grade-Level Collection

**Management and
Assessment Guide**



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How to Use This Product

Setting up the *Teacher Created Materials Bookroom Grade-Level Collection* is as simple as unpacking the shipping box and placing the bin on a shelf. The grade 4 collection includes guided reading levels Q–S. The labeled bin is pre-packed with 15 pouches, each of which includes 6 copies of a leveled book, an easy-to-use lesson plan, and a checkout card. For a complete list of books offered in this grade-level bin, see Appendix A.

Components

Leveled Books

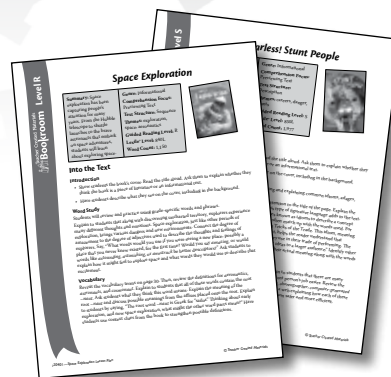
The collection of books in the *Teacher Created Materials Bookroom Grade-Level Collection* includes titles from a variety of successful series.

- ***TIME FOR KIDS Nonfiction Readers*** are designed to enhance any reading program. Each book motivates students to want to read with high-interest content and engaging photographs. The authentic reading experiences help students develop vocabulary, comprehension, and fluency skills.
- ***Science Readers*** provide students with access to high-quality informational text partnered with scientific investigations. Teachers model a variety of literacy strategies while teaching science content in a meaningful context. Many of the activities in *Science Readers* support STEAM education.
- ***Mathematics Readers*** integrate reading instruction with mathematical concepts. These leveled readers combine problem solving and real-world connections that provide students with opportunities to explore mathematical practices in meaningful ways.



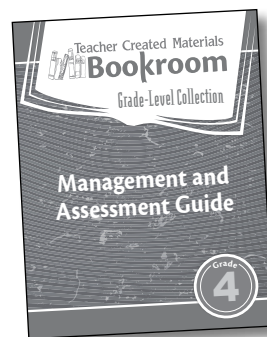
Lesson Plans

The easy-to-implement lesson plans were specifically designed to support guided reading instruction. Activities help teachers implement a balanced literacy framework with suggestions for before, during, and after reading. For detailed information on using the lessons, see “Teaching a Lesson” on page 29.



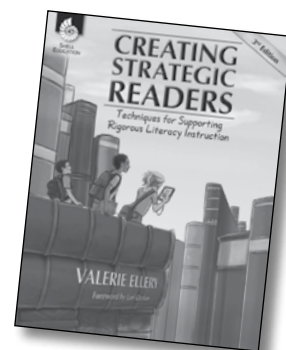
Management and Assessment Guide

The Management and Assessment Guide provides information on how to efficiently and effectively implement the *Teacher Created Materials Bookroom Grade-Level Collection* as well as best practices for implementing balanced literacy and differentiated reading instruction. The comprehension assessment and oral reading record for each title are included, along with guidance for administering the assessments.



Professional Development Mini-Library

One copy of *Creating Strategic Readers: Techniques for Supporting Rigorous Literacy Instruction* is provided as a professional resource that supports teachers in their implementation of a comprehensive literacy classroom.



Teaching a Lesson

The *Teacher Created Materials Bookroom Grade-Level Collection* lessons each contain activities to address word study, vocabulary, comprehension, and writing. Teachers may choose to complete some or all of the lesson activities in order to best meet the needs of their students. Each lesson begins with an overview box that provides key information for planning purposes. The lessons include direction for instruction and practice before, during, and after reading.

Into the Text

- **Introductory Activity:** Teachers and students will discuss observations about the book's cover and title, discuss genre, and activate background knowledge.
- **Word Study:** Each activity targets a Common Core Language or Foundational Skills standard. These standards include topics such as generalizing spelling patterns, identifying affixes, generating synonyms, or pluralizing irregular nouns.
- **Vocabulary Activity:** Students will receive an introduction to key vocabulary words in the text, or words that will help them better understand concepts in the text.

Through the Text

- **Comprehension Focus:** Within each text, a specific reading skill or strategy is taught through explicit instruction, teacher modeling, guided practice, and independent application.
- **Language Support:** Differentiation options are presented to help support English language learners access the text and/or respond to the text. Each option focuses on developing reading, writing, speaking, or listening proficiency.
- **Text-Dependent Questions:** These comprehension questions require students to think critically and cite evidence directly from the text.

Beyond the Text

- **Writing Activity:** Each writing prompt allows students to creatively reflect on their reading. Some options include friendly letters, brochures, persuasive posters, and picture books.
- **Extension Activity:** These multi-modal activities engage students as they apply new knowledge gathered from the text in a fun and creative way.



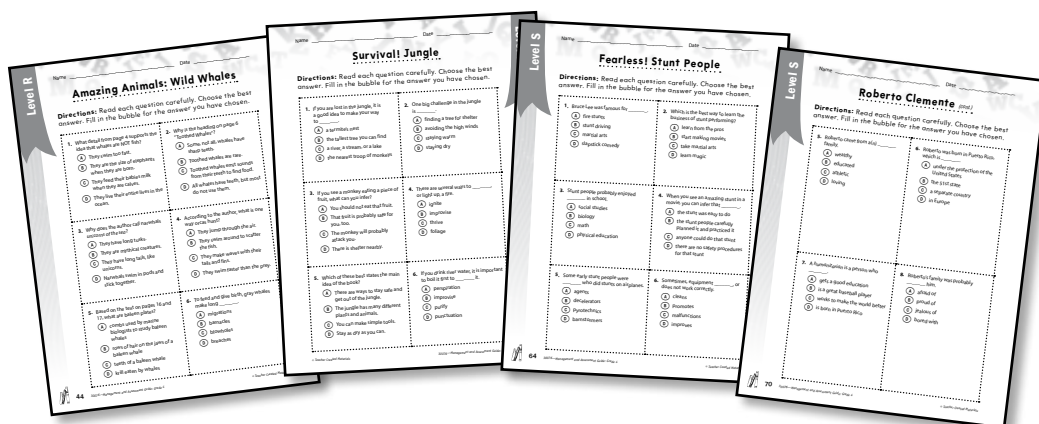
How to Use the Assessments

Assessment Opportunities

When working with the books and lessons in the *Teacher Created Materials Bookroom Grade-Level Collection*, teachers can assess students' progress and reading development in a variety of ways. Assessments are provided for all of the books in the *Bookroom Collection* resource, offering teachers the option to use any title to assess fluency or comprehension. Teachers may use them when and how they feel will best serve their classroom needs. These assessments and tools may be photocopied from the Management and Assessment Guide, or PDF files can be downloaded from the website www.tcmpub.com/download-files. To access the assessments in this resource, use the access code 15562669.

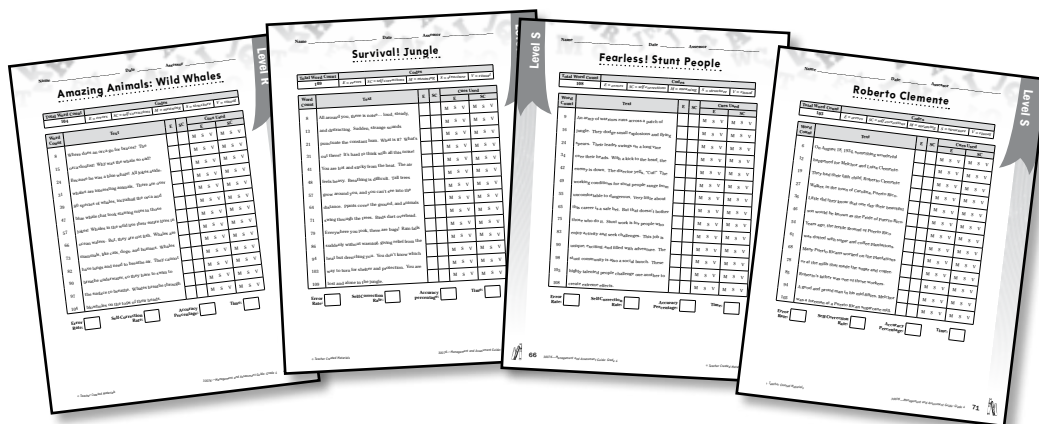
Comprehension Assessments

A comprehension assessment is included for each title. These assessments are offered in a multiple-choice format, providing an opportunity to both gauge student learning in relation to content and practice with standardized-test formats.



Oral Reading Records

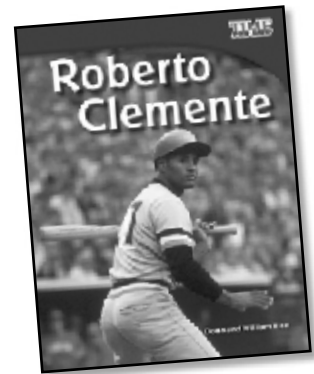
An oral reading record for each book is also included. Detailed instructions for using the oral reading records are provided on the following pages of this Management and Assessment Guide. Depending on instructional needs, teachers may use the oral reading records as a diagnostic placement tool.



Roberto Clemente

Summary: Roberto Clemente is regarded as one of the best baseball players that has ever lived. In his short life, Roberto Clemente brought attention to racial injustice while demonstrating the power of hard work, integrity, and selfless acts of humanitarianism.

Genre: Informational
Comprehension Focus: Making Inferences
Text Structure: Sequence
Themes: sports history, civil rights, baseball
Guided Reading Level: S
Lexile® Level: 930L
Word Count: 1,257



Into the Text

Introduction

- Show students the book's cover. Read the title aloud. Ask them to explain whether they think the book is a piece of literature or an informational text.
- Have students describe what they see on the cover, including in the background.

Word Study

Students will review and practice reading on-level text with purpose and understanding.

Explain to students that authors have a purpose and perspective for the writing they produce. This story was written to highlight the good deeds and remarkable life of Roberto Clemente. Tell students to read the text for the purpose of better understanding the many reasons Roberto Clemente was a great man, as well as a great athlete. Say, "Throughout the story, the author will highlight different achievements over the course of Roberto Clemente's life. It is important as a reader to see him as a human, a father, a baseball player, and a humanitarian. Knowing that he played many roles in his life to help others, we as readers must find the information that supports these ideas as our purpose." Ask students to share evidence they find that supports their purpose while reading.

Vocabulary

Review the vocabulary terms on page 30. Many terms presented in this text apply specifically to the sport of baseball. Understanding the baseball terms used will provide students with a deeper understanding of what the author wishes to explain. Revisit the definitions of the words *drafted*, *equipment*, *farm club*, and *roster*. Use the Internet to find photographs related to Roberto Clemente's career that help students to better understand the meaning of each term.

Through the Text

Comprehension (Making Inferences)

Students will make inferences as they read the book.

Explain to students that this book takes place in the past during a time when people did not have equal rights. While students read about examples of segregation ask them to make inferences while reading. Say, “As we preview page 23, the author chooses to include examples of how poorly Roberto Clemente was treated, not only as an African American, but also as a Latino. This helps the reader to infer that all African Americans and Latinos were treated unfairly during this time because of their race.” Have students record examples and share them. Remind students to continue making inferences as they read.

Language Support

Use a civil rights time line to determine what else was occurring while Roberto Clemente played baseball as one of the first African American Latino players. Add the most important civil rights events to the time line in the book using post-it notes.

Text-Dependent Questions

Have students reread specific portions of the text as noted below and respond to the following questions. To maximize their learning, have students share their responses with partners before discussing them as a group.

1. Reread page 16. Why is Roberto Clemente described as an acrobat? (*Roberto showed his flexibility and quick, agile movements similar to those of an acrobat.*)
2. Revisit page 19. How did Roberto Clemente choose to celebrate his World Series win in Pittsburgh? (*Rather than attending a team party, he walked the streets of Pittsburgh to thank the fans for their support.*)
3. Review page 20. Under the heading Being the Best You Can Be, how did Roberto Clemente strive to be the best in more than one way? (*He wrote poetry, played the organ, made ceramics, and studied chiropractic medicine in addition to playing professional sports.*)
4. Reread page 26. What made Roberto Clemente’s final hit so special? (*Robert Clemente’s final hit was his 3,000th hit, a milestone only reached by 10 other players in the history of the league at that time.*)

Beyond the Text

Writing About Reading

Invite students to imagine that they have been asked to accept an award on behalf of Roberto Clemente. Have students draft a speech that shows his passion for the game, how he helped others, and the lessons he learned throughout his life.

Extension Activity

Find a video of Roberto Clemente’s Game Seven World Series homerun. Have students pretend to be a sports announcer for the clip. They should describe what occurs with feeling and remember how impactful this play was in the history of sports and in the history of Latin African Americans.

Name _____ Date _____

Roberto Clemente

Directions: Read each question carefully. Choose the best answer. Fill in the bubble for the answer you have chosen.

1. Which word best describes Roberto?

- (A) fun
- (B) clumsy
- (C) hard-working
- (D) selfish

2. Which event happened first?

- (A) Roberto had 3,000 career hits.
- (B) Roberto was the first Latino inducted into the Baseball Hall of Fame.
- (C) Roberto was inducted into the World Sports Humanitarian Hall of Fame.
- (D) Roberto was named the World Series MVP.

3. On the field, Roberto was famous for his _____.

- (A) speed and amazing plays
- (B) pitching
- (C) catching
- (D) sense of humor

4. Roberto spoke out against the way _____.

- (A) women were treated
- (B) Latinos and blacks were treated
- (C) baseball fans were treated
- (D) other teams treated the Pittsburgh Pirates



Roberto Clemente (cont.)
.....

Directions: Read each question carefully. Choose the best answer. Fill in the bubble for the answer you have chosen.

5. Roberto came from a(n) _____ family.

- (A) wealthy
- (B) educated
- (C) athletic
- (D) loving

6. Roberto was born in Puerto Rico, which is _____.

- (A) under the protection of the United States
- (B) the 51st state
- (C) a separate country
- (D) in Europe

7. A *humanitarian* is a person who _____.

- (A) gets a good education
- (B) is a great baseball player
- (C) works to make the world better
- (D) is born in Puerto Rico

8. Roberto's family was probably _____ him.

- (A) afraid of
- (B) proud of
- (C) jealous of
- (D) bored with



Name _____ Date _____ Assessor _____

Roberto Clemente

.....

Total Word Count	Codes				
103	<i>E = errors</i>	<i>SC = self-corrections</i>	<i>M = meaning</i>	<i>S = structure</i>	<i>V = visual</i>

Word Count	Text	E	SC	Cues Used					
				E			SC		
6	On August 18, 1934, something wonderful			M	S	V	M	S	V
12	happened for Melchor and Luisa Clemente.			M	S	V	M	S	V
19	They had their fifth child, Roberto Clemente			M	S	V	M	S	V
27	Walker, in the town of Carolina, Puerto Rico.			M	S	V	M	S	V
36	Little did they know that one day their beautiful			M	S	V	M	S	V
46	son would be known as the Pride of Puerto Rico.			M	S	V	M	S	V
54	Years ago, the fertile ground of Puerto Rico			M	S	V	M	S	V
61	was dotted with sugar and coffee plantations.			M	S	V	M	S	V
68	Many Puerto Ricans worked on the plantations			M	S	V	M	S	V
78	or at the mills that made the sugar and coffee.			M	S	V	M	S	V
85	Roberto's father was one of those workers.			M	S	V	M	S	V
94	A good and proud man in his mid-fifties, Melchor			M	S	V	M	S	V
103	was a foreman at a Puerto Rican sugarcane mill.			M	S	V	M	S	V

Error Rate:

Self-Correction Rate:

Accuracy Percentage:

Time:



Roberto Clemente



Dona and William Rice

Roberto Clemente



Dona and William Rice

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The Pride of Puerto Rico

On August 18, 1934, something wonderful happened for Melchor (mel-CHOR) and Luisa Clemente. They had their fifth child, Roberto Clemente Walker, in the town of Carolina, Puerto Rico. Little did they know that one day their beautiful son would be known as the Pride of Puerto Rico.



Commonwealth of Puerto Rico

Nestled between the Caribbean Sea and the Atlantic Ocean, you will find a beautiful tropical paradise. It is the island of Puerto Rico. Puerto Rico is officially called the *Commonwealth of Puerto Rico*. In Spanish, the language spoken by most Puerto Ricans, it is called the *Estado Libre Asociado de Puerto Rico*. Puerto Rico is under the protection and leadership of the United States of America. Some people think that Puerto Rico may one day be the 51st state of the United States.



Latino Names

It is common for **Latino** children to be given their mother's **maiden name** following their own last name. That is why Roberto was also named Walker, his mother's maiden name, although his family name was Clemente.

Years ago, the **fertile** ground of Puerto Rico was dotted with sugar and coffee plantations. Many Puerto Ricans worked on the **plantations** or at the mills that made the sugar and coffee. Roberto's father was one of those workers.

A good and proud man in his mid-fifties, Melchor was a **foreman** at a Puerto Rican sugarcane mill. His wife, Luisa, did the laundry for the owner of the mill. Melchor and Luisa also ran a small grocery store.

A photograph showing a person working in a field of tall sugar cane stalks. The person is partially visible, wearing a hat and working with the plants.

a worker in a sugar cane field

A wide-angle landscape photograph of the central mountains of Puerto Rico. The view shows rolling green hills and valleys covered in dense vegetation, with some small buildings visible in the distance under a clear sky.

the central mountains of Puerto Rico

A close-up photograph of a coffee branch with several green and red coffee cherries. The leaves are dark green and glossy.

**Business in
Puerto Rico**

At the time of Roberto's birth, farming was the most common business in Puerto Rico. In the 1950s, industry replaced farming as the leading business. Tourism also became very important, with more than five million tourists visiting the island every year.

coffee plant

Nothing but Love

Young Roberto grew up with nothing but love in his home. As an adult, he said, “I never heard any hate in my house. Not for anybody.”

Roberto’s parents taught him to be a good person. They taught him to treat himself and others with respect and dignity, and they taught him the importance of hard work.



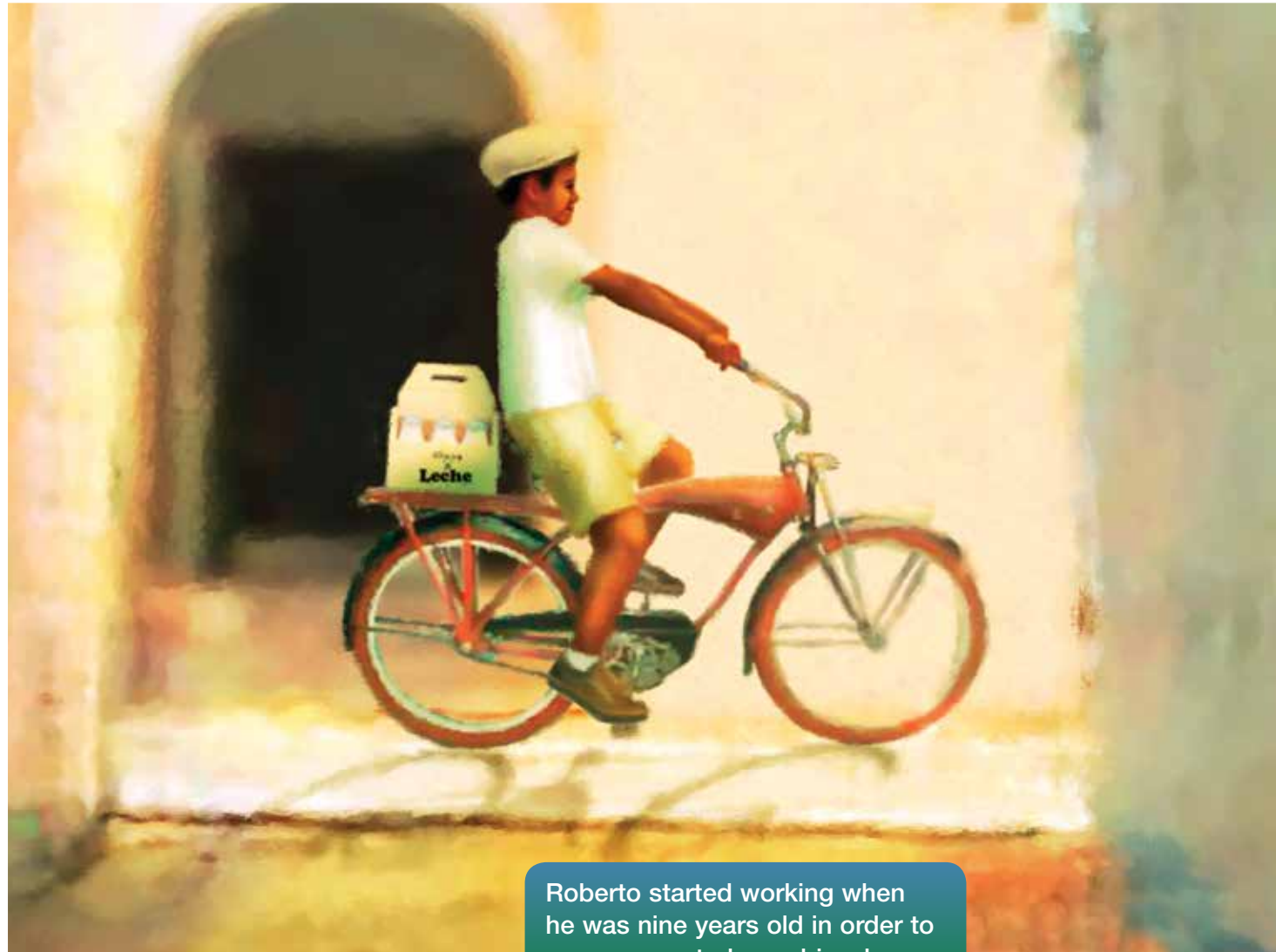
A Lesson Remembered

When Roberto grew up, he ran baseball clinics for children in Puerto Rico. In the clinics, he taught children the importance of hard work, respect, and being a good citizen. He never forgot the lessons of his childhood, and he wanted to be sure those lessons were shared and continued with others.



The Clemente family was also very generous. When poor children came to their home, Luisa fed them a good meal. Roberto learned that people who have been blessed with good fortune should share what they have with those less fortunate. This was a lesson that Roberto would always remember.

As Roberto grew, he worked very hard to make a difference in the world for himself and others. Once, he helped a group of children raise money to build a fence around their school for protection. Another time, he saved a person from a burning car!



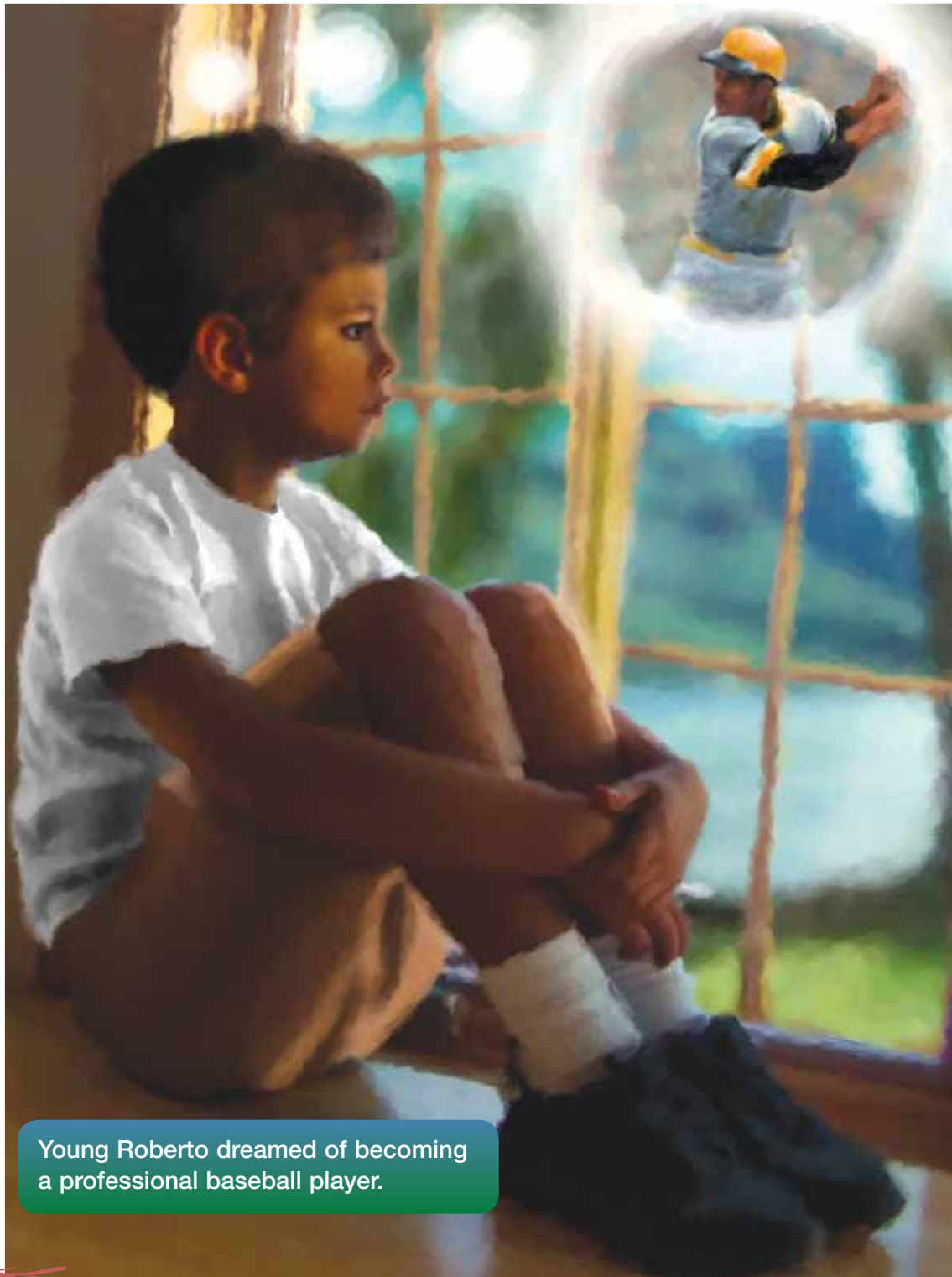
Roberto started working when he was nine years old in order to save money to buy a bicycle.



Milk Bottles

Years ago, milk was delivered to people's houses. When they finished the milk, they left the bottles outside for the milkman to take away.

Roberto got up early each morning to deliver milk for a penny a day. He saved his pennies for three years in order to buy a bicycle. When Roberto wanted to do something, he worked hard until the job was done.



Young Roberto dreamed of becoming a professional baseball player.

It's a good thing Roberto was such a hard worker. The ability to make something happen by working hard became even more important as he grew. That is because Roberto had a big dream. He dreamed of being a **professional** baseball player. Roberto said, "I am convinced that God wanted me to be a baseball player. I was born to play baseball."

Although he did not have much money for baseball **equipment**, Roberto still practiced his baseball skills. He repeatedly hit bottle caps with a broomstick. He threw tennis balls against a wall, catching them as they bounced back to him. He did whatever he could to become the best baseball player he could be.

Living the Dream

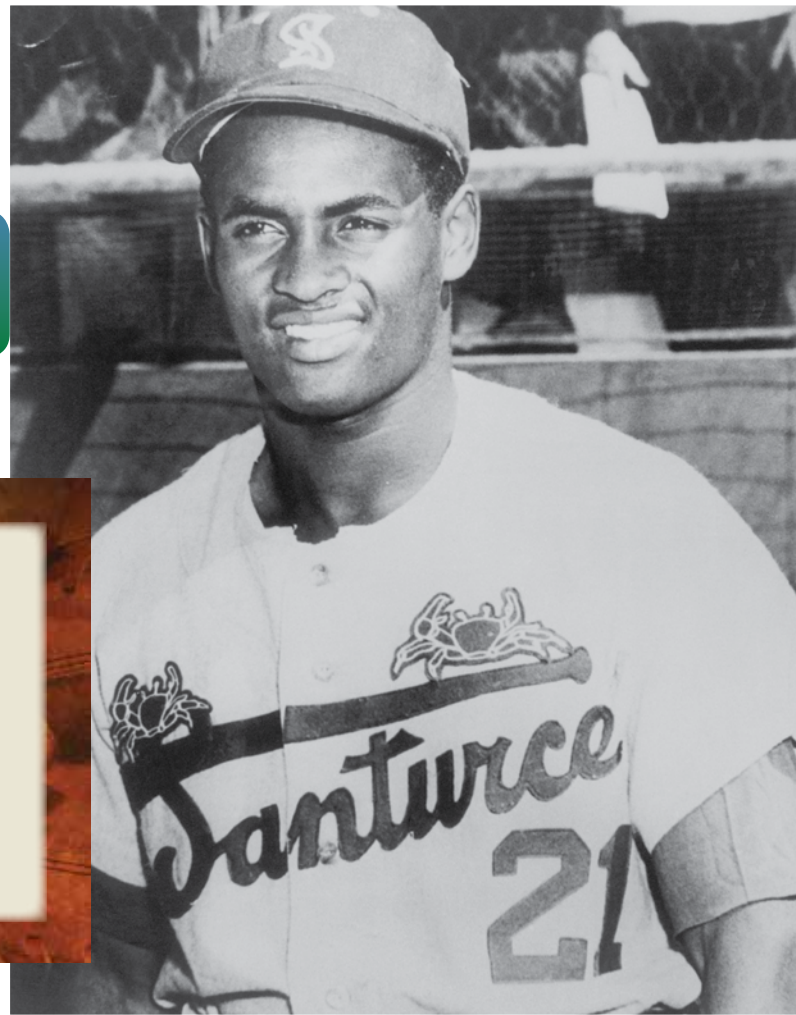
Roberto believed in his dream, so he worked hard to make it happen. He never stopped believing he would become a great baseball player.



A Dream Come True

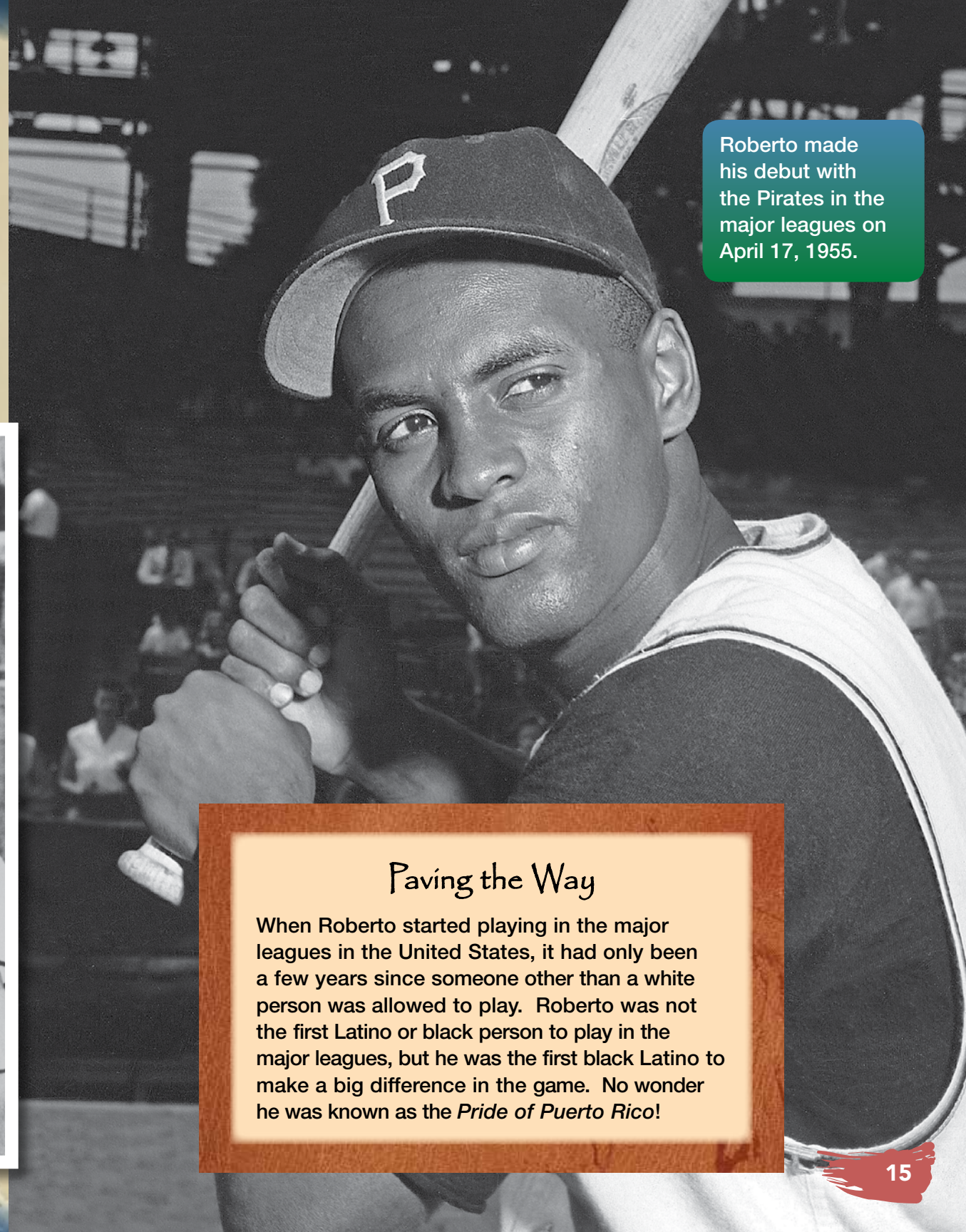
All of Roberto's hard work paid off. While still in high school, he played professional baseball for the Santurce Crabbers in Puerto Rico. Then, in 1954, the Brooklyn Dodgers **drafted** him to play with their **farm club**. Best of all, in 1955, the Pittsburgh Pirates of the United States drafted Roberto to play on their major league team! He became the Pirates' right fielder—one of the best to ever play the game.

Roberto began playing professional baseball when he was still a teenager.



Bob Clemente

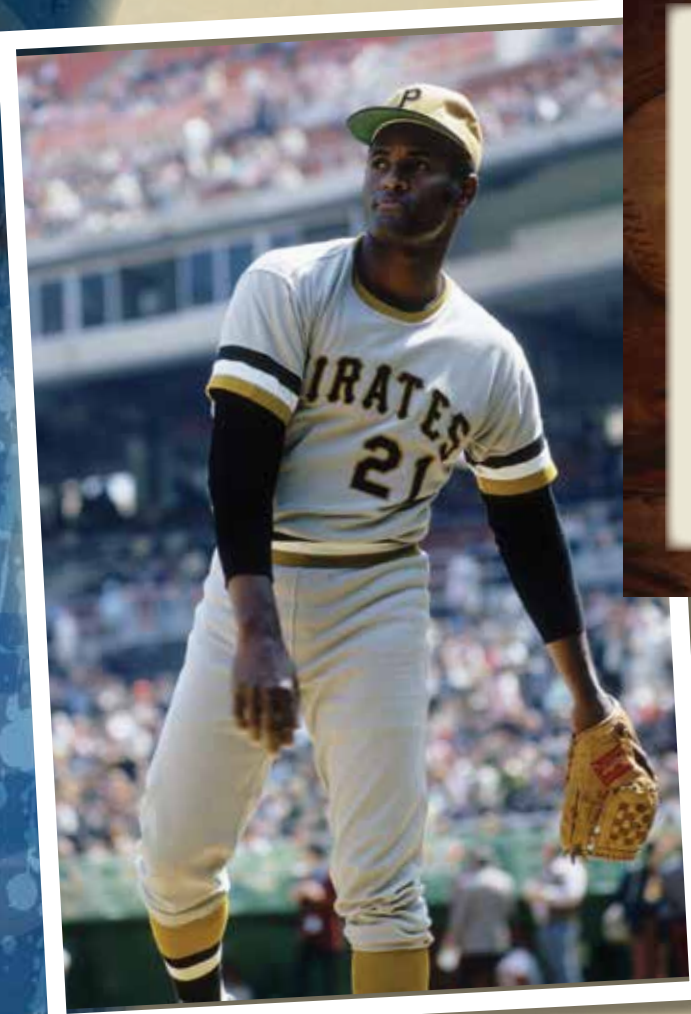
When Roberto first began playing in the United States, he was listed on the **roster** as *Bob Clemente*. His team thought his real name sounded too foreign, and they didn't want to use it.



Roberto made his debut with the Pirates in the major leagues on April 17, 1955.

Paving the Way

When Roberto started playing in the major leagues in the United States, it had only been a few years since someone other than a white person was allowed to play. Roberto was not the first Latino or black person to play in the major leagues, but he was the first black Latino to make a big difference in the game. No wonder he was known as the *Pride of Puerto Rico*!

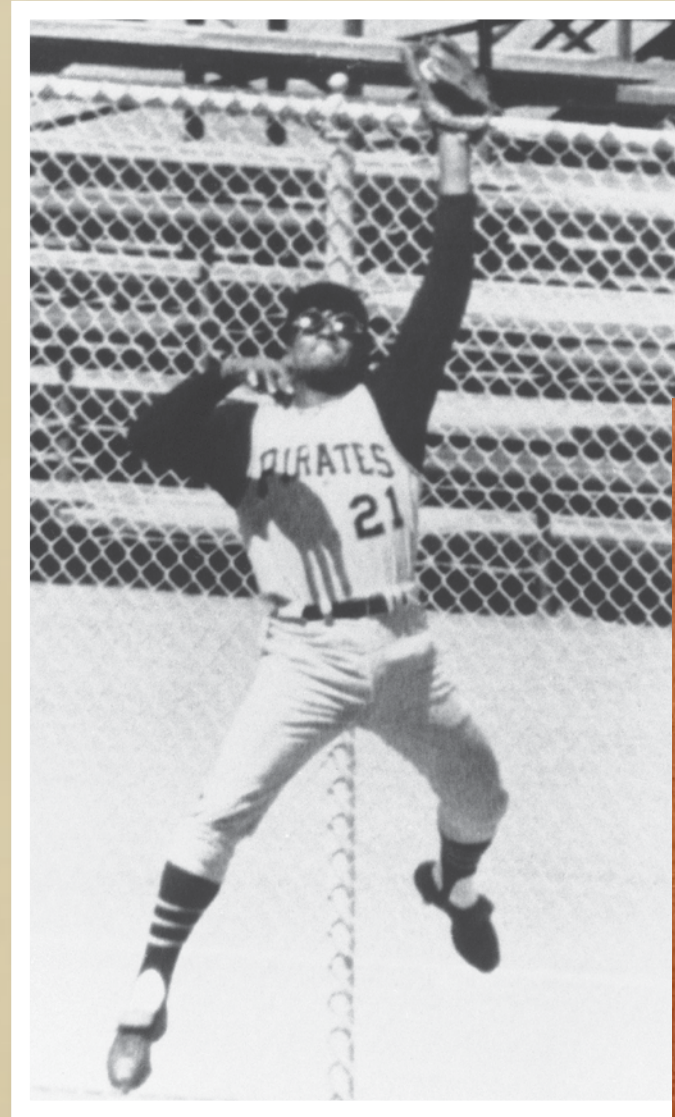


What an Arm!

It is almost guaranteed that when a runner is on third base and the batter hits a single, the third-base runner will come home safely for a run. But Roberto's throwing arm was so good that he once threw out a player trying to score from third base on a single. People are still amazed by that play.

Roberto became known for his powerful swing, fast running, and amazing plays on the field. Many of the best pitchers of the time knew how hard it was to strike out Roberto. Roberto was so fast that his hat or helmet often flew off when he was running! Best of all for the fans, Roberto was almost an **acrobat** on the field. He covered very large areas of grass, running long distances to catch fly balls that many other outfielders could not catch in time.

Then, when he caught and threw the ball, the runner had to watch out! Most of the time, Roberto's powerful arm threw the ball to the base for the out long before the runner knew it was coming. There were not many runners who would try to take extra bases when Roberto was on the field.



Gotcha!

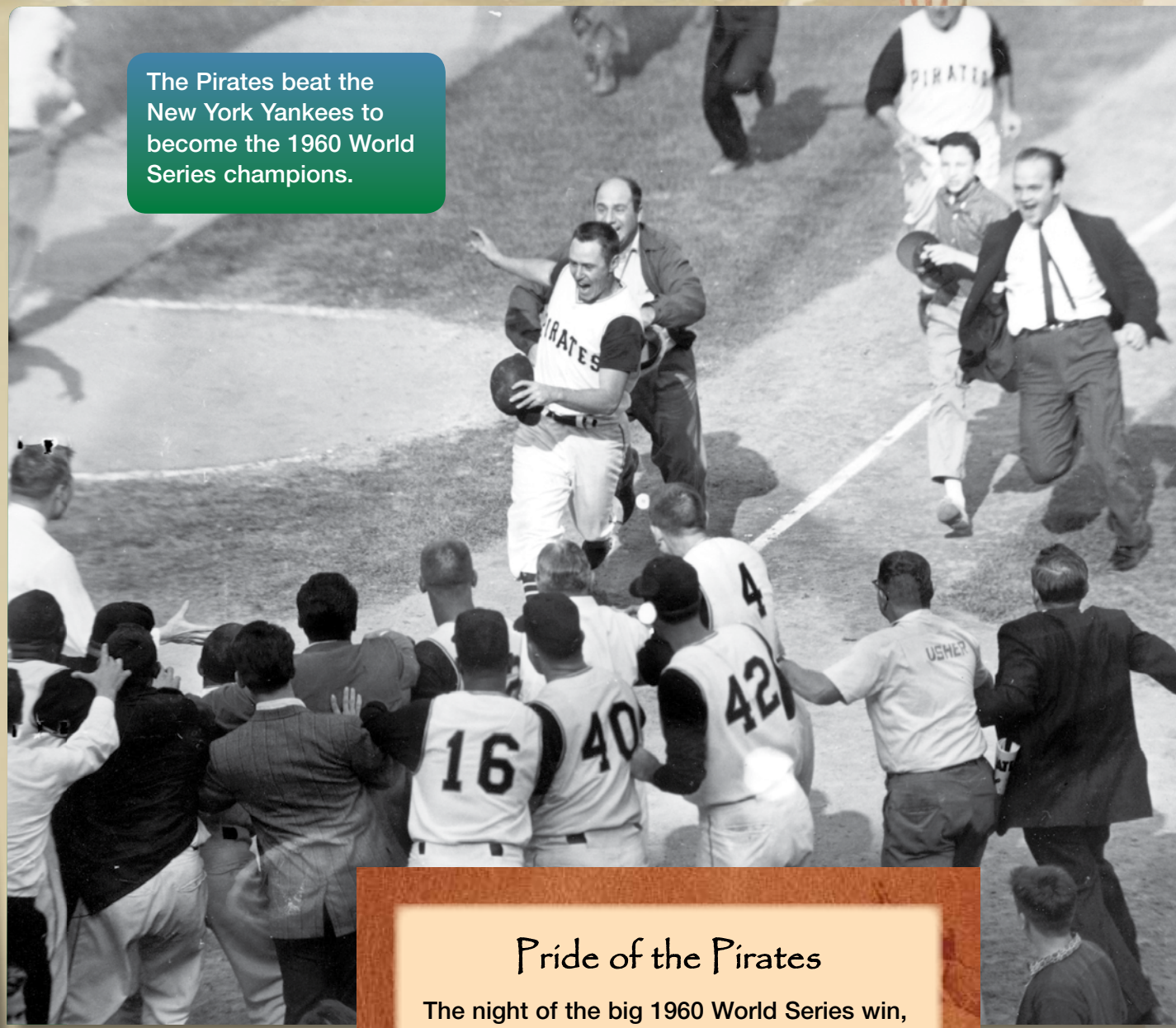
Roberto had such a strong arm when fielding that he led the **National League** in outfield assists during five of his professional seasons. An outfield assist is when an outfielder throws the ball to a base in time to make an out. Players of the time usually didn't try to take extra bases or take any chances when Roberto was on the field. Even so, he often got them out when they normally would have been safe.

Although Roberto was always a good player, his first big season came in 1960 when he led his team to a **World Series** win. The next year was big, too. Roberto was the National League batting champion.

Of course, playing baseball wasn't Roberto's only joy in life. On November 14, 1964, he married Vera Cristina Zabala. They had three sons, all born in Puerto Rico: Roberto Jr., Luis Roberto, and Roberto Enrique.



Roberto sits with his parents, his wife, and his children.



The Pirates beat the New York Yankees to become the 1960 World Series champions.

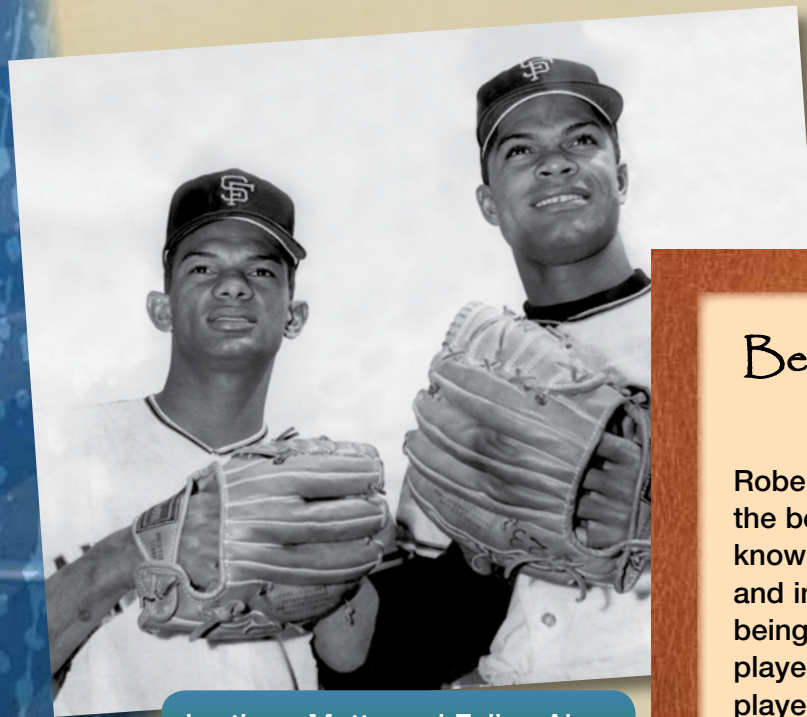
Pride of the Pirates

The night of the big 1960 World Series win, Roberto's teammates were together having a party. But Roberto knew the Pirates owed a lot to the fans who had supported them all season. Instead of going to the party, he wanted to walk the streets of Pittsburgh to thank the fans in person.

Making a Difference

Roberto is now considered one of the greats of baseball. Even so, he remembered the lessons he had learned as a child. He knew it was important to make a difference in the world, and it was important to help others.

Whenever younger Latino players joined the league, Roberto would do his best to give them a hand. He helped them to be the best players they could be. He helped so much that in 1966, his Latino teammate, Matty Alou, beat out Roberto for the batting championship!



brothers Matty and Felipe Alou of the San Francisco Giants

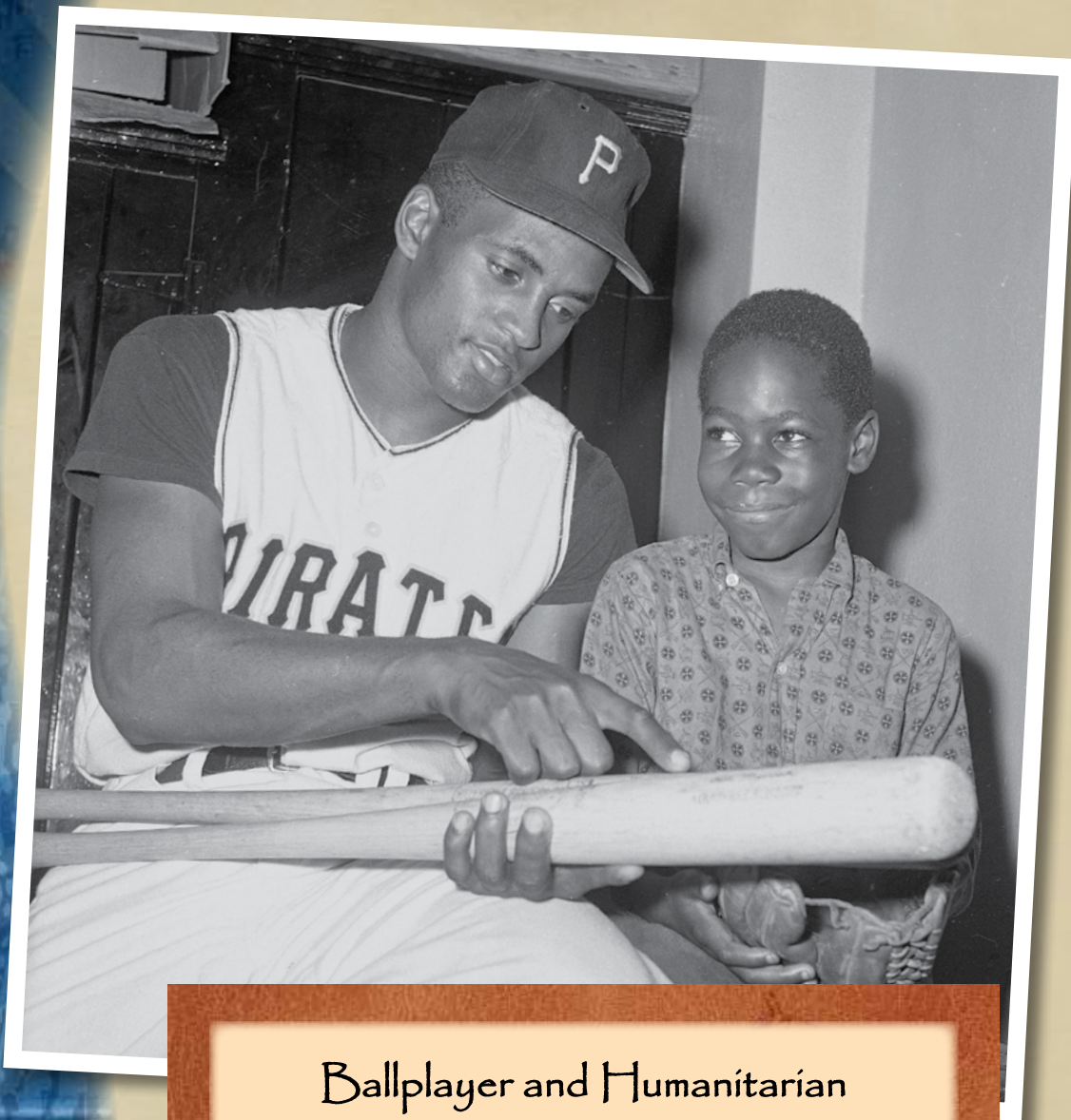
Being the Best You Can Be

Roberto always worked to be the best he could be. He was known for his loving nature and intelligence. Besides being an excellent baseball player, he wrote poetry, played the organ, made ceramics, and even studied **chiropractic** medicine!

Roberto once said, “If you have an opportunity to make things better, and you don’t do that, you are wasting your time on this Earth.”



portrait of Pittsburgh Pirates Roberto Clemente (second from left) and other baseball stars at the 1965 All-Star Game



Ballplayer and Humanitarian

Roberto's friend and teammate, Manny Sanguillen, said, "Roberto Clemente played the game of baseball with great passion. That passion could only be matched by his unrelenting commitment to make a difference in the lives of the less fortunate and those in need. People saw Roberto as a great ballplayer and **humanitarian**. He was also a great father, husband, teammate, and friend."

Roberto also looked around the world of baseball and saw many things that were unfair. While Roberto was one of the best players, he was never asked by any company to **endorse** its products in commercials or advertisements. Only white players were asked to do that. Roberto spoke out against this treatment. He knew that it was wrong and had to be changed.

He also thought that Latino baseball players were not treated as well as other players. For example, Roberto was troubled with neck and backaches, but people often doubted that his pains were real. But, when famous white players complained of the same things, no one ever doubted them.

It wasn't just in baseball that Roberto spoke out against inequality and made a difference. He also developed a friendship with Dr. Martin Luther King Jr. and worked with him to bring about equal treatment for all people. He joined many causes to help the poor and mistreated. Because he had good fortune, he knew it was his job to help bring good fortune to others.

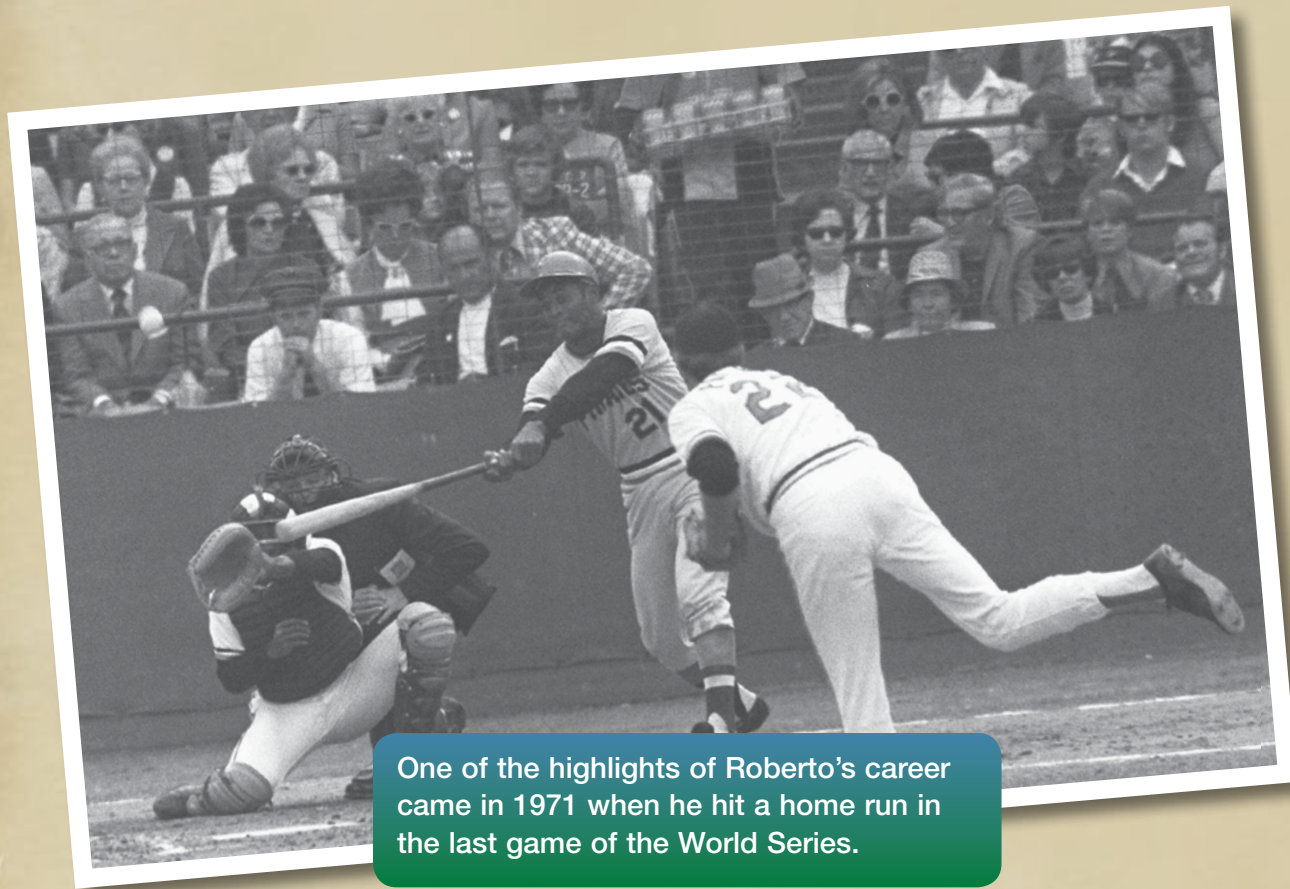


Dr. Martin Luther King Jr. with other civil rights protestors during the March on Washington, August 28, 1963

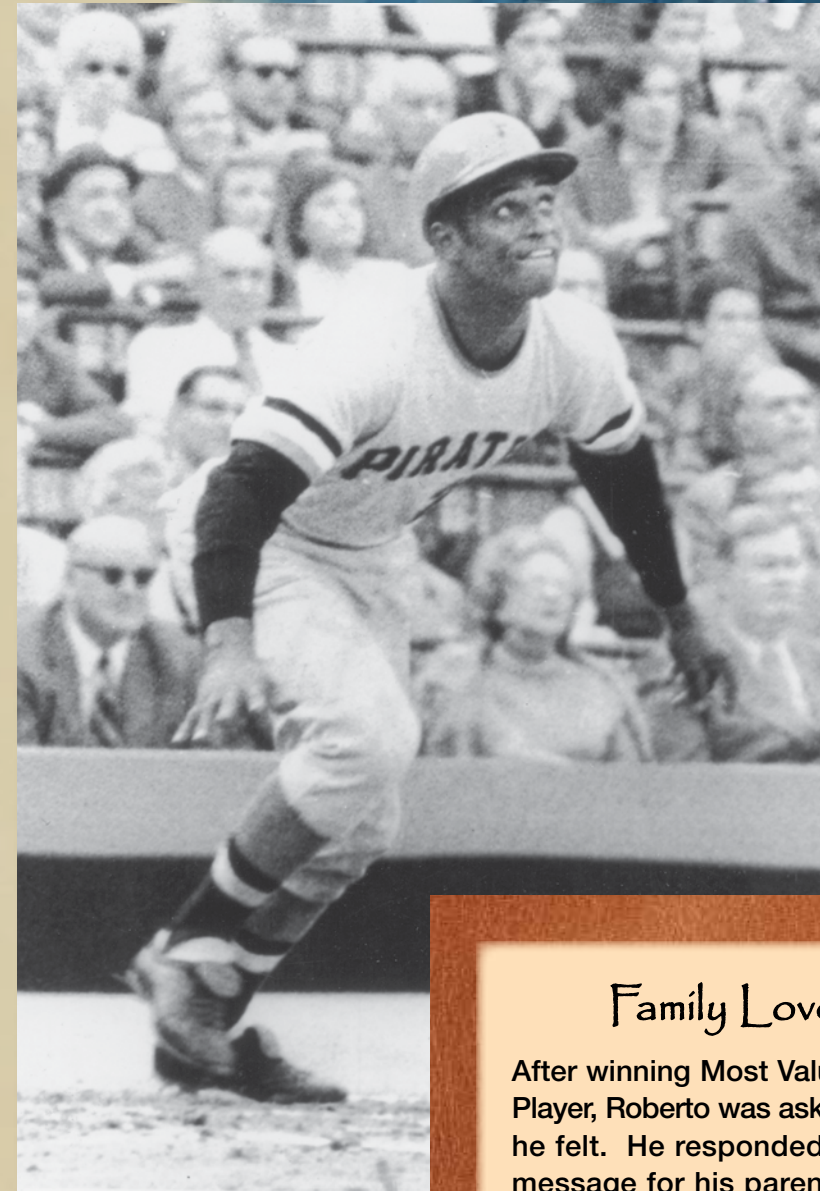


While Roberto was working to make a difference in the world, he also continued making a difference on the baseball field. In 1971, his team won the World Series again. This time, Roberto was named the Most Valuable Player (MVP).

But an even bigger win for Roberto came late in his career. After several years of breaking down prejudice against Latino players, Roberto believed things were changing. He said, "My greatest satisfaction comes from helping to erase the old opinion about Latin Americans and blacks." This was among Roberto's proudest achievements.



One of the highlights of Roberto's career came in 1971 when he hit a home run in the last game of the World Series.

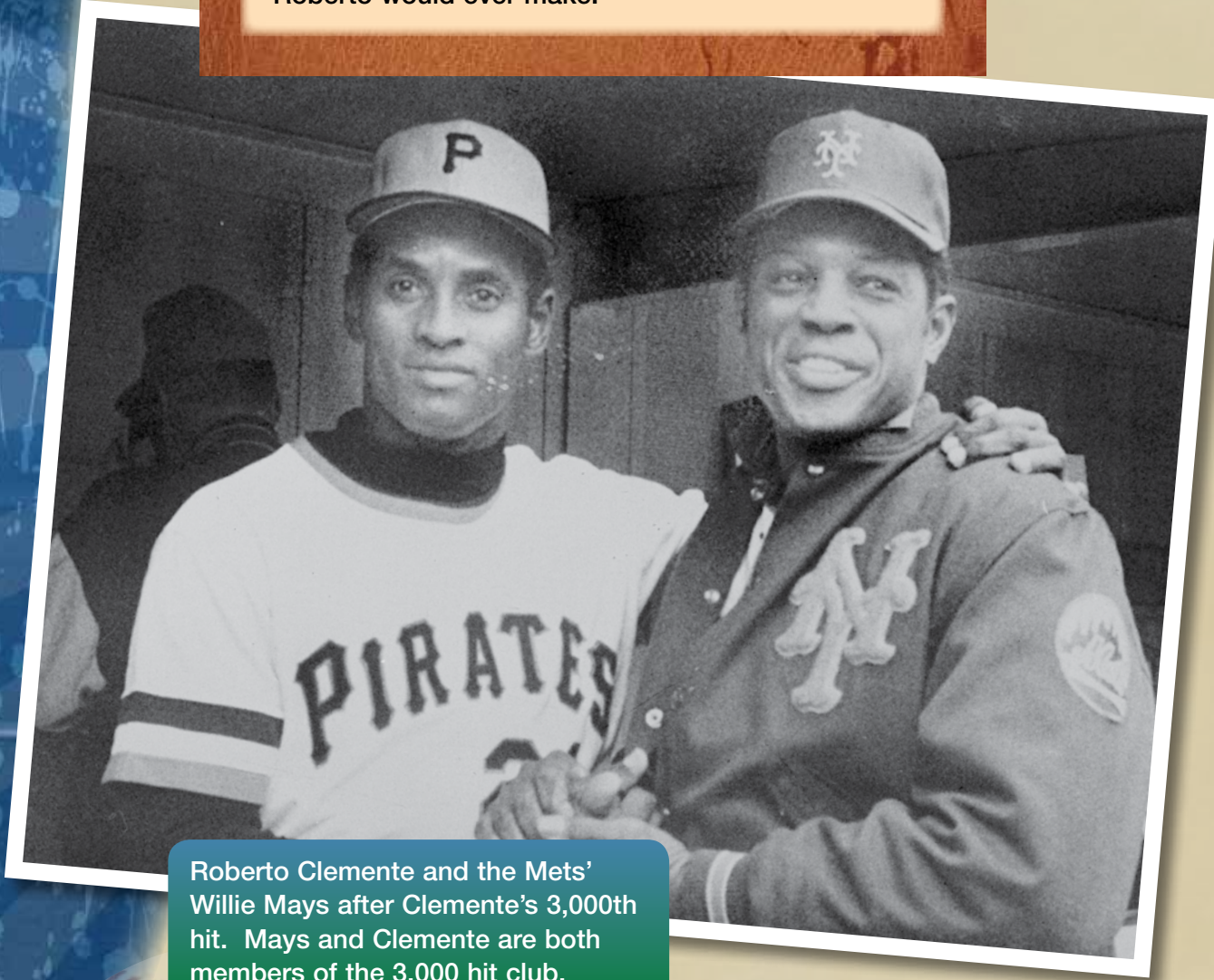


Family Love

After winning Most Valuable Player, Roberto was asked how he felt. He responded with a message for his parents. He said, "On the greatest day of my life, I ask for your blessing."

Last Great Achievement in Baseball

On September 30, 1972, the last day of the regular baseball season, Roberto earned his 3,000th career hit. He was the 11th player in major league history to earn 3,000 hits in a career. That was the last hit Roberto would ever make.



Roberto Clemente and the Mets' Willie Mays after Clemente's 3,000th hit. Mays and Clemente are both members of the 3,000 hit club.

Gone Too Soon

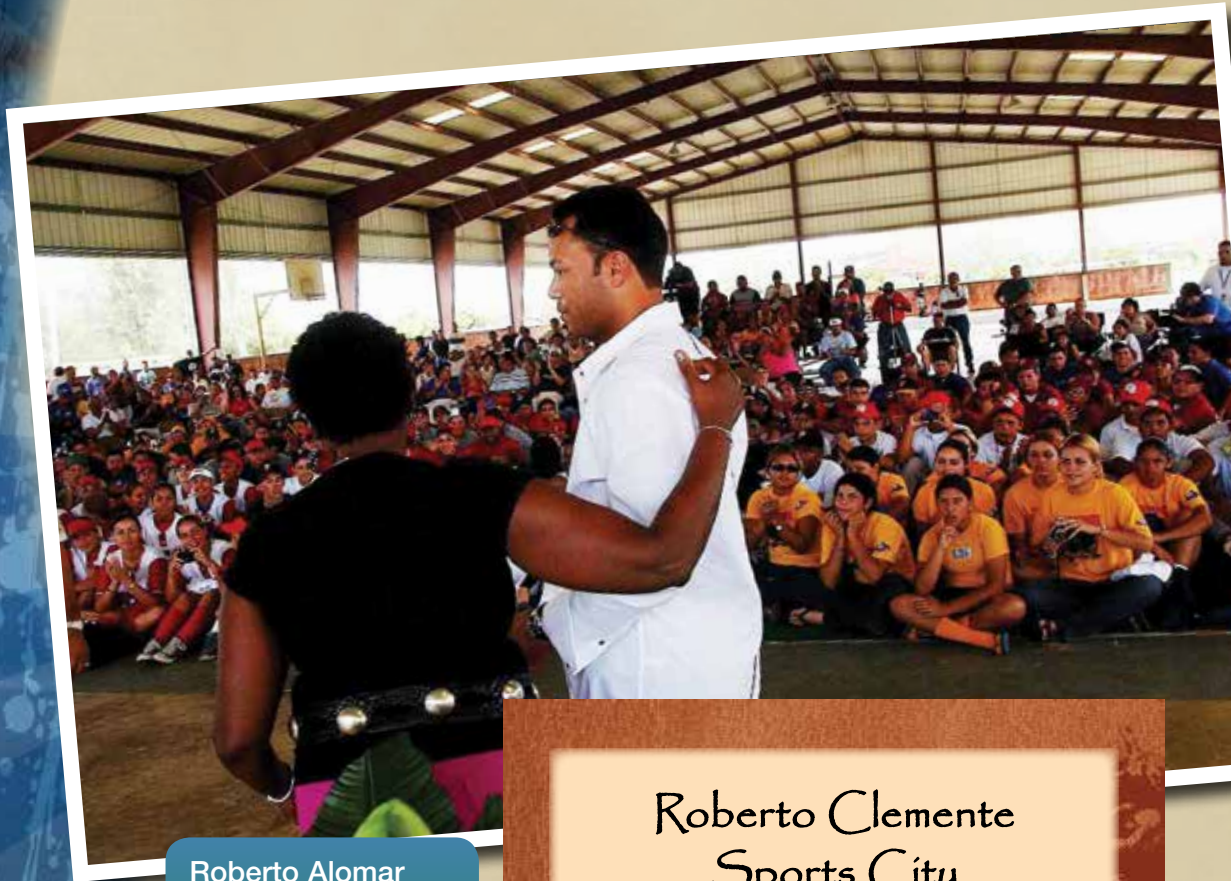
Roberto lived his life ready to help others and to make a better world. When a terrible earthquake struck the country of Nicaragua in 1972, Roberto knew he wanted to do something. The people of Puerto Rico were trying to send **relief** supplies to the people of Nicaragua, but there were challenges getting the supplies there. So, Roberto decided to deliver the shipments himself. On December 31, 1972, his plane took off from San Juan, Puerto Rico. Shortly after takeoff, it crashed into the ocean. Roberto and the others on board were killed.

In Puerto Rico, Pittsburgh, and around the world, people **mourned** the loss of not only a great baseball player, but also a great man.

Hall of Fame Error

When Roberto first entered the Baseball Hall of Fame, his plaque incorrectly read, "Roberto Walker Clemente." It took 27 years for the error to be corrected. In 2000, the plaque was fixed to read, "Roberto Clemente Walker." Once the plaque was corrected, Roberto's son Luis Roberto said, "By rectifying and recasting my father's plaque...the Hall of Fame has shown the respect and honor of our rich heritage and culture that my father was so proud of."

Throughout his long career, Roberto earned many awards and honors. He was such a great player and person that more awards came even after he died. The time line on the next page shows some highlights of Roberto's amazing career.

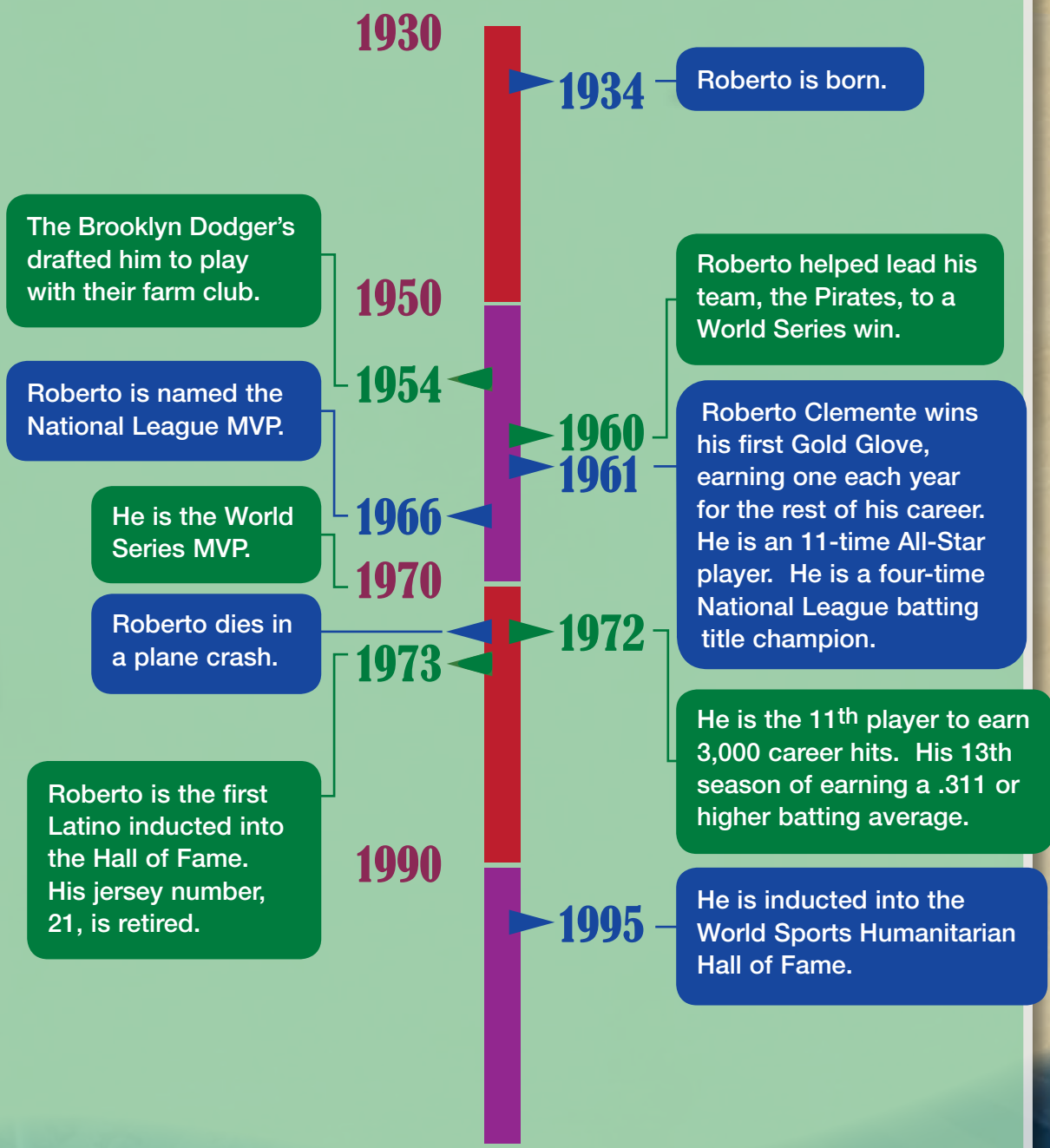


Roberto Alomar speaks to students at the Roberto Clemente Sports City in Puerto Rico.

Roberto Clemente Sports City

Late in his life, Roberto opened a sports city for the children of Puerto Rico to build their athletic skills and prevent drug abuse. Today, the Roberto Clemente Sports City is a nonprofit organization that continues the work he began.

Time Line



Glossary

- acrobat**—a gymnast; a person able to move his or her body in amazing ways
- chiropractic**—a type of therapy that uses the body to heal itself and stay healthy
- drafted**—chose as a player for the major leagues
- endorse**—to approve or support a product in exchange for money
- equipment**—tools used to play a sport
- farm club**—a baseball team made up of players who are next in line to be pulled up into the major leagues
- fertile**—rich in everything needed for things to grow
- foreman**—the boss who manages a group of workers, usually in a factory, mill, or some other large business
- humanitarian**—a person who works for the health and happiness of other people
- Latino**—a person of Hispanic, usually Latin American, descent, usually living in the United States
- maiden name**—a woman's last name before she is married
- mourned**—took time to be sad about someone's death
- National League**—one of two leagues in Major League Baseball in the United States
- plantations**—large farms on which crops are grown
- professional**—a job for which a person is paid
- relief**—assistance in the form of supplies such as clothes, blankets, medicine, and food
- roster**—a list of people on a team
- World Series**—the top championship in major league baseball, played between the National League and American League champions

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About the Authors



Dona Herweck Rice grew up in Anaheim, California, and graduated from the University of Southern California with a degree in English and from the University of California at Berkeley with a credential for teaching. She has been a teacher in preschool through tenth grade, a researcher, a librarian, and a theater director, and is now an editor, a poet, a writer of teacher materials, and a writer of books for children. She is married with two sons and lives in Southern California.



William Rice grew up in Pomona, California, and graduated from Idaho State University with a degree in geology. He works at a California state agency that strives to protect the quality of surface and ground water resources. Protecting and preserving the environment is important to him. He is married with two children and lives in Southern California.



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