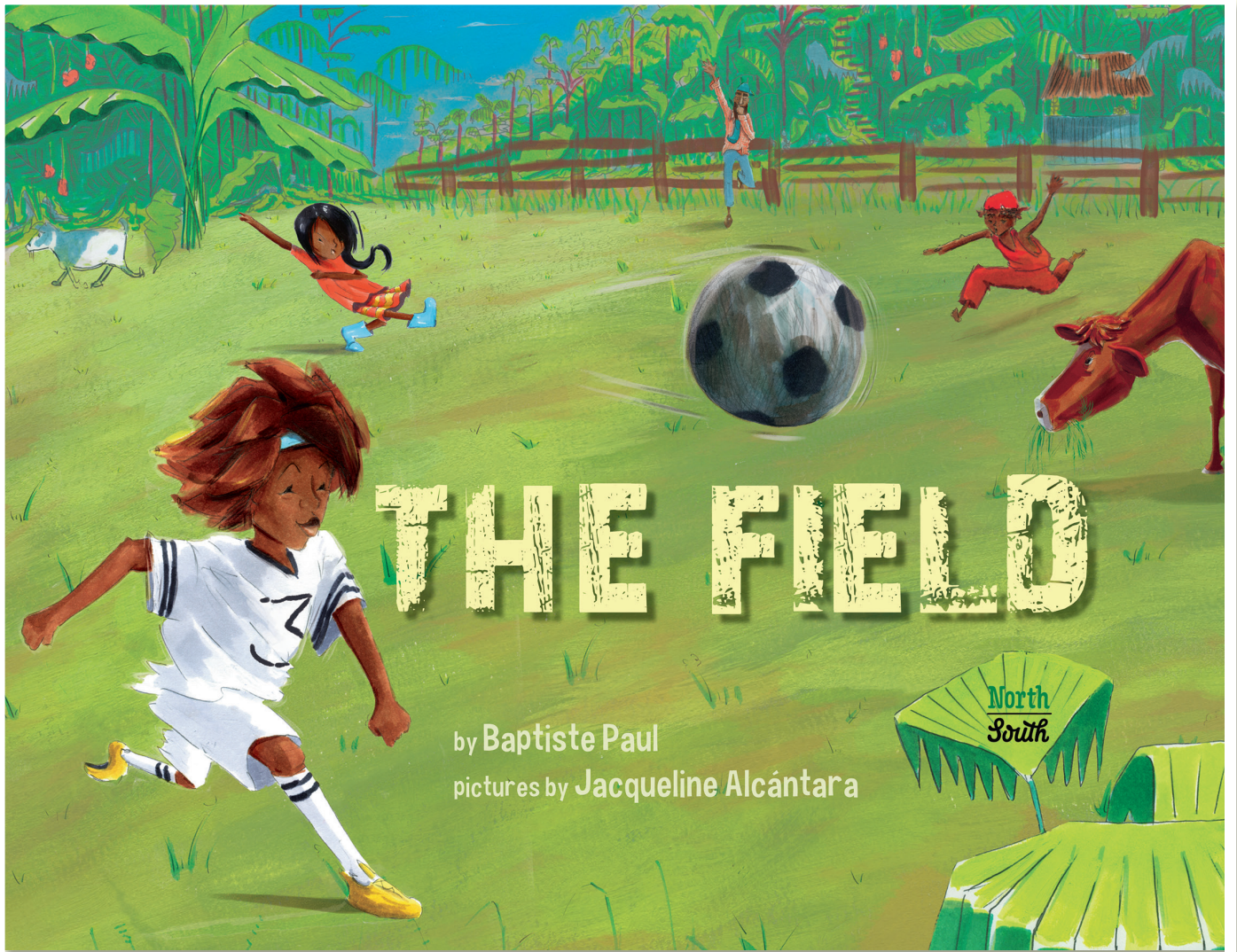


# DISCUSSION GUIDE



**North**  
*South*

[www.northsouth.com](http://www.northsouth.com)





Run, dribble, kick, pass, and twist on the field in this beautiful island setting in the Caribbean; as the soccer field calls a community to come together and enjoy the love of the sport.

**Objectives:** Use context clues to discover the meanings of unknown words and phrases including figurative language in text, identify characteristics of narrative, free style poetry, and ask and answer such questions; *who, what, where, when, why,* and *how* to demonstrate understanding of key details in the text.

GUIDED READING LEVEL- L

GRADE LEVEL EQUIVALENT- 2

INTEREST LEVEL- PRE-K-5

## Before Reading

Discuss the title, “**THE FIELD**”. What is a field?

1. Brainstorm different games or sports that can be played on a field.
2. Discuss the front and back cover illustrations. Ask students how the title and cover illustration help you understand what the story will be about.
3. Identify the author and illustrator and discuss the role of each.
4. Take a picture walk through the book.
5. What is the setting of the story? St. Lucia where they speak “creole”
6. Discuss the “poetic form” or structure of the words in the story. (**Form** and **poetic voice** make this a poem) A narrative poem tells a story. A free verse poem does not have specific “rules”.
7. Predict what the story will be about.
8. Ask students to explain strategies they will use to determine the meaning of unknown words and phrases in the book. Discuss the use of **context clues**.
9. Read/listen to *The Field* to ask and answer such questions; *who, what, where, when, why,* and *how* and demonstrate understanding of key details in a text.

**Mini Lesson:** Literal versus nonliteral meaning of words and phrases; identifying figurative language.

- ⚽ **Context:** Is the situation in which something happens. When we identify word meaning in context we need to look at the surrounding words to get meaning.
- ⚽ **Literal meaning:** Refers to the normal, everyday, most basic meaning of the word.
- ⚽ **Non-literal meaning:** Is when a word means something other than its normal, everyday meaning.
- ⚽ **Figurative language:** Is when you use a word or phrase that does not have its normal, everyday, literal meaning.
- ⚽ **Interpretation:** Is the explanation.

Write the following **idioms** on a chart:

- “The cat’s got your tongue.”*
- “A penny for your thoughts.”*
- “Actions speak louder than words.”*
- “Don’t cry over spilled milk.”*



An idiom is an expression. It is not literal. It is a form of **figurative language**. Discuss the literal meaning of each idiom. Ask the students for an **interpretation**. Use each idiom in **context**.

## During Reading

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in the story
2. Describe the field in St. Lucia. What challenges do the children have? How do they respond to these challenges?
3. Describe how words and phrases supply rhythm and meaning in the story as well as the physical structure and poetic form.
4. When you read the Creole words how do you figure out what they mean?
5. Describe the overall structure of *The Field*. How does beginning introduce the story? How does the ending conclude the action?

6. How does the structure contribute to the meaning and style of the book?
7. As you read *The Field*, look at the illustrations. What information do you get about the characters, setting and plot from the pictures? What is the tone? What feelings do the illustrations evoke?
8. What information do you get from the illustrations that the words do not tell you?
9. Distinguish the literal and nonliteral meanings of words and phrases.
10. What Does Baptiste Paul mean when he says, “The field calls”?
11. What is happening in the story when the “Shutters bang”, “Sun hides”, “Clay dust stings” and “Sky falls”?
12. How do you know that the game is not over?
13. What do “High fives”, “Fist-bumps”, and “Happy tackles” tell you?
14. Why are “the mamas” calling?
15. Discuss the words at the end of the story that tell you it was a good day.
16. Have the students read/listen to *The Field*, uninterrupted.
17. Read the Author’s Note in the back of the book. Discuss the author’s purpose.



## After Reading

1. Re-tell the story in your own words. Write, record and present the story.
2. Why is the game of soccer so important to the author? Discuss his background and purpose for writing *The Field*.
3. If you did not have electricity what types of games would you play?
4. Discuss the barriers that threatened to end the game. Would you have continued to play?

5. What does this story tell you about the community? What do the illustrations tell you?
6. Determine the central message or themes of “The Field”.
7. How can you personally relate to the theme?
8. In small groups, go back to the story and write about how the story depicts universal themes of teamwork, leadership, diversity and acceptance.
9. Baptiste Paul says, “In life, things rarely happen as we plan, but the way we keep playing through challenges makes us who we are.” Do you think this is true? Explain a time that you overcame a challenge that made you a stronger person.
10. How important are the illustrations in this story? Choose a part of the story where the illustrations were realistic and write about the details.
11. Using the book, write the literal meaning for the following words and phrases as they are used in the story.

- ⚽ I’m open!
- ⚽ Shoo!
- ⚽ Sky falls.
- ⚽ Sun hides.
- ⚽ I’m good.
- ⚽ Sun peeks.
- ⚽ GOOOOOOOOOOOOOOOOOOOOOOOOOAL!
- ⚽ Mamas press their lips.
- ⚽ Mud caked kids.
- ⚽ We hide our smiles.
- ⚽ Futbol
- ⚽ Until the field calls us again.



### Fun with words

12. Using colored pencils, draw examples of how the author brought words to life using the size, font, repetition and punctuation marks in the story. Explain.
13. Write and illustrate a free verse poem using poetic voice and form about a sport or game.



14. Go on a verb hunt. Find as many action words as you can.
15. Choose a sport. Write action words that describe the sport.
16. Think about playing or watching your favorite sport. Use imagery- language that appeals to the senses to describe it.
  - ⚽ What does it feel like?
  - ⚽ What does it sound like?
  - ⚽ What does it taste like?
  - ⚽ What does it smell like?

## Making Connections

Research St Lucia, the birth place of Baptiste Paul. Plan, design and create a travel brochure.

Research the game of “futbol”/soccer. Create a PowerPoint presentation on the world’s most popular sport.

