

6<sup>th</sup> Grade Language Arts Distance Learning Assignment  
Week 4

### **A Note to Parents**

This week, your student should read "[Most Valuable Player](https://www.commonlit.org/en/texts/most-valuable-player)" by Sarah Van Arsdale. In this poem, a speaker describes what it would be like to have a trophy. (<https://www.commonlit.org/en/texts/most-valuable-player>)

With this text, you could continue a discussion about [Resilience & Success](#) as they relate to the text. Consider discussing these questions with your child: "Why do people succeed?", "What defines happiness?", and "Why is success important?"

Ways to support your child:

- Ask your child about this poem at home:
  - What was "[Most Valuable Player](#)" About
  - What did you learn about? About [Growing Up](#)? About [Resilience & Success](#)?
- Watch the following clips with your child at home:
  - '[Should All Children Get Participating Trophies?](https://www.youtube.com/watch?v=fHUA EaWmpCY)' (<https://www.youtube.com/watch?v=fHUA EaWmpCY>)
  - '[Auburn Softball Hype Video](https://www.youtube.com/watch?v=J7cebV1uD2g)' (<https://www.youtube.com/watch?v=J7cebV1uD2g>)
  - '[Alex's Lemonade Stand Foundation Documentary](https://www.youtube.com/watch?v=9PSSuFQ48e0)' (<https://www.youtube.com/watch?v=9PSSuFQ48e0>)

### **Day 1, Activity 1: Vocabulary Review**

**Step 1:** Review the below vocabulary words by revisiting your work from weeks 1-3.

**Step 2:** Write a short response journal discussing what ideas you have thought about in terms of how to approach failure, improvement, and success throughout the past three weeks of these lessons.

**Step 3:** Include in your journal at least **five** of the below vocabulary words, used correctly. *You may have to change the form of the word (ex: go, going, gone).*

arc	attitude	confine	consistent	culture
fatigue	interpret	savor	stabilize	

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**Day 2, Activity 1: Your Opinion**

Do you think everyone who plays a team sport should receive a trophy at the end of the year or season? Why or why not?

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**Day 2, Activity 2: Reading a Poem**

Use the following steps to read and interpret the poem.

1. **Read** the poem all the way through, at LEAST twice. \*At the end of the poem, write your first impressions or immediate thoughts—positive or negative.
2. Determine who the **speaker** of the poem is. You don't have to *name* the speaker, just find out what you can about him/her/it. \*Highlight and annotate any details in the poem that give away any information about the speaker.
3. What is the **subject** of the poem? What does the speaker think or feel about the subject? \*Write a short sentence answering these two questions under your first impressions.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Most Valuable Player

By Sarah Van Arsdale  
1988

*Sarah Van Arsdale is an author, poet, and professor. In this poem, a speaker describes her goals. As you read, make note of the speaker's goals and aspirations.*

- [1] If I had a trophy  
I'd put it on the middle shelf  
of my bookcase. I'd dust  
it every day  
[5] and polish it once a week.

It would have a statue of a woman  
holding a bat, her golden arm  
cocked up<sup>1</sup> a little  
waiting for the pitch.

- [10] When my friends came over  
I'd stand next to the bookcase casual-like  
till they said, "Is that a trophy?"  
I'd read the inscription<sup>2</sup> every morning.  
I'd ask someone to take my picture  
[15] with my trophy.

- My trophy would say  
"Softball Player" on the bottom,  
and everyone would know  
that in summer I tie on my cleats  
[20] run onto the field,  
slapping high fives.  
They'd know I take third base,  
put my glove to the dry dirt,  
scatter dust in the air.  
[25] They'd hear the fans shout,



*"College Softball" by David Moore is licensed under CC BY-NC-ND 2.0.*

1. tilted up  
2. **Inscription** (*noun*): written or carved words on an object

“Hey, some catch!”  
when the white ball comes slamming  
into my glove,  
and, “Watch out, she’ll steal home,”  
[30] as my cleats dig and dig.  
They’d feel the weight of the little statue  
And think, “I bet she’s going out  
With her team tonight,”  
“I bet she could teach me how to throw,”  
[35] “I bet she plays softball,”  
and I do,  
  
I do.

*“Most Valuable Player” by Sarah Van Arsdale. First published in Korone, vol. V, 1988. Copyright © 1988 by Sarah Van Arsdale. Used by permission of the author. All rights reserved.*

### **Day 3: Conversation with the Speaker**

Look back at your opinion regarding trophies and team sports. How is your opinion different and/or similar to the speaker’s opinion? Why do you think the speaker feels the way she does?

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Complete the following Text-Dependent Questions for Day 4.

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which of the following identifies the theme of the poem?
  - A. People want to be recognized.
  - B. Sometimes people don't mind when their skills go unrewarded.
  - C. The support of friends and family is important to succeed.
  - D. Rewards and trophies do not determine an individual's skill or success.
  
2. PART B: Which detail from the poem best supports the answer to Part A?
  - A. "I'd dust / it every day / and polish it once a week." (Lines 3-5)
  - B. "It would have a statue of a woman/ holding a bat" (Lines 6-7)
  - C. "I'd read the inscription every morning." (Line 13)
  - D. "They'd hear the fans shout / 'Hey, some catch!'" (Lines 25-26)
  
3. What does having a trophy mean to the speaker?
  - A. It's proof that she is the best softball player.
  - B. It shows that she's just as athletic as the boys.
  - C. It's an item to show off to her friends.
  - D. It represents being great at softball.
  
4. How does the 'If,...I would...' structure in the poem develop the speaker's perspective towards her goals?

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**Day 4: What Makes You Happy?**

Think about what makes you happy and think about a symbol or item that represents what makes you happy. Using your thoughts as inspiration, use Sara Van Arsdale’s poem as a model to write your own poem. Some words have been included in the lines below for guidance, but if they don’t work, you may cross them out.

If I had \_\_\_\_\_  
I’d \_\_\_\_\_  
\_\_\_\_\_ I’d \_\_\_\_\_  
and \_\_\_\_\_

It would \_\_\_\_\_  
\_\_\_\_\_

When my friends came over  
I’d \_\_\_\_\_  
till they said \_\_\_\_\_  
I’d \_\_\_\_\_  
I’d \_\_\_\_\_

My \_\_\_\_\_  
and everyone would know  
that \_\_\_\_\_  
\_\_\_\_\_

They’d know \_\_\_\_\_  
\_\_\_\_\_

They’d hear \_\_\_\_\_  
\_\_\_\_\_

when \_\_\_\_\_

They’d feel \_\_\_\_\_

and think, “I bet \_\_\_\_\_.”

“I bet \_\_\_\_\_.”

“I bet \_\_\_\_\_,”

and I do,

I do.

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I’d put it on the middle shelf  
of my bookcase. I’d dust  
it every day  
[5] and polish it once a week.

It would have a statue of a woman  
holding a bat, her golden arm  
cocked up<sup>1</sup> a little  
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I’d stand next to the bookcase casual-like  
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“Softball Player” on the bottom,  
and everyone would know  
that in summer I tie on my cleats  
[20] run onto the field,  
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They’d know I take third base,  
put my glove to the dry dirt,  
scatter dust in the air.  
[25] They’d hear the fans shout,

“Hey, some catch!”  
when the white ball comes slamming  
into my glove,  
and, “Watch out, she’ll steal home,”  
[30] as my cleats dig and dig.  
They’d feel the weight of the little statue  
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