

### *The Mentor's Game*

## Educator Information and Directions

This PDF provides the materials that accompany the lesson “Elements of Drama and *The Mentor's Game*.” This PDF contains activities for students to complete before, during, and after they read the play. Highlighted words within the play indicate vocabulary words that will be referred to in assessment questions.

### Student Reading Guide

#### Before Reading

- Watch the video.
- Review the anchor chart.
- Complete the **Online Practice**.
- Read some information about today's play.
- Start thinking about the topics in the play by answering the questions.

#### During Reading

- Read the **Purpose for Reading**.
- Read the play.
- Take notes and annotate what you are reading.

#### After Reading

- Reflect on what you have read by answering the questions.
- Complete the **Online Assessment** questions.

### Taking Notes and Annotating

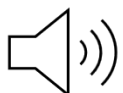
Here are some strategies for annotating and taking notes **in the text itself**:

- **Highlight** or underline important words or words you don't know.
- **Circle** key concepts and ideas.
- Use abbreviations or symbols. For example:

?	To show confusion or questions
<b>M</b>	To show the mood
★	To show important details
❤	To show the main character's feelings

Here are some strategies for annotating and taking notes **in the notes section** under the text:

- Summarize key points in your own words.
- Write brief comments and questions.



If you would prefer to listen to the play, click the link to access an audio recording: [Link to Audio Recording of Play](#)

# Elements of Drama – Anchor Chart

**Drama** - literature intended to be performed in front of an audience



**Playwright** - the author of a play

**Scenes** - divisions in a play that organize the storyline into segments

**Narrator** - a character who is not part of the action of the story but provides extra information for the audience

## Scene 1 - The Pigs' Homes

(Stage is divided into three areas representing the three pigs' homes. It is a sunny day in the countryside. Practical Pig is building with bricks, Middle Pig is working with wood, and Youngest Pig is carelessly stacking straw.)

**Narrator:** (Offstage)  
Once upon a time in a peaceful countryside, there lived three little pigs.

**Stage directions** - instructions that guide actors' movements and behaviors, as well as visual and sound elements for production

**Dialogue** - the characters' spoken words

The **plot**, **characters**, and **setting** tell the reader what happens in the play, who it is happening to, and when and where it is taking place.



**Imagery** - descriptions to create a picture or idea in the reader's head



**Figurative language** - language that develops a deeper meaning than what the text actually says

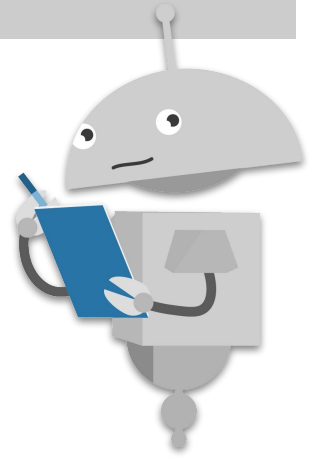


**Mood** - a feeling that the play evokes in the reader

The author uses all of these elements to develop a **theme**, which is the overarching idea or lesson in a play.

## Before Reading

Today's passage is a short play, titled *The Mentor's Game*, about a young boy, James, who wants to make the basketball team. He is helped by a mentor who may have more expertise to offer than James first realizes.



Before you read today's play, think about someone who has been a mentor for you.



Think about someone who has mentored or helped you, or someone who you have mentored or helped yourself. How did this experience impact you? Write or draw to share your thoughts below.



What do you know about basketball? Do you like to play? Draw or write below to share your thoughts about this popular sport.

# During Reading



**Purpose for Reading:** In this play, you will meet a young basketball player with big dreams and a mentor who inspires him to shine. As you read, think about how the stage directions and dialogue help to develop the setting, plot, and characters.

While you read, remember to annotate and take notes! You can review strategies for annotation on Page 1 of this PDF.

## The Mentor's Game

### Characters:

Narrator

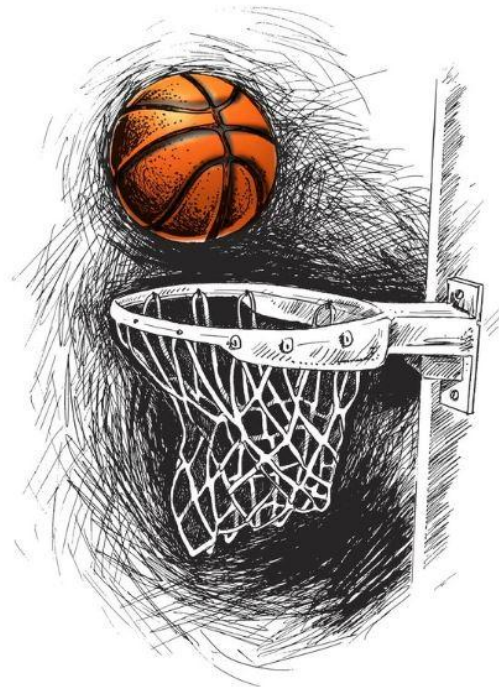
James - A young boy

Mr. Anderson - An older gentleman

Coach Martin - The basketball team coach

Spectator 1 - An excited spectator

Spectator 2 - An excited spectator



### Scene 1: Local Park

(A rundown local park comes to life. A rusty basketball hoop stands tall, **weathered** benches line the court, and scattered leaves paint the ground. James practices with passion, the sound of his dribbling echoing in the quiet.)

(The Narrator stands on the side of the stage. James is on the stage, passionately dribbling a basketball.)

**(continued)**

## During Reading (continued)



### The Mentor's Game (continued)

**Narrator:** In a humble, rundown local park, a young boy named James practiced his basketball skills with **unwavering** determination. The park, weathered and worn, echoed with each dribble of the ball. James aspired to make the basketball team at the local league, but he had no connections, no fancy gear, just a worn-out basketball and an **unyielding** spirit that fueled his every move.

**James:** (Talking to himself) One day, I'll make that team. Just need a chance.

(Mr. Anderson enters, quietly observing James's practice.)

**Narrator:** Little did James know that destiny had a different plan in store for him.

**Mr. Anderson:** (Approaching James) Impressive moves, young man.

**James:** (Surprised) Oh, thank you, sir. I'm trying my best.

**Mr. Anderson:** (Smiling) Mind if I offer a few pointers?

(Mr. Anderson begins mentoring James, teaching him basketball techniques.)

**James:** (Skeptical) Who are you, anyway? What can an older man like you teach me about basketball?

**Mr. Anderson:** (Chuckling) You, sir, can call me Mr. Anderson. I may be old, but I've been where you are now. Let's just say I used to play the game with fire in my veins.

**James:** (Intrigued) You played basketball?

**(continued)**



### The Mentor's Game (continued)

**Mr. Anderson:** (Mysteriously) Let's not worry about me, James. Focus on the ball and your shots.

(James becomes more curious about Mr. Anderson's past but decides to respect his privacy and continues to practice.)

### Scene 2: Basketball Court

(The scene transitions to the basketball tryout court. Bright stadium lights shine, casting a hopeful glow on the court. The sound of bouncing basketballs and the coach's whistle fill the air.)

**Narrator:** The basketball tryout court, bathed in the glow of bright stadium lights, beckoned young talents to shine.

(James is now at the basketball tryouts, with Coach Martin watching closely. Mr. Anderson and other spectators cheer from the stands.)

**Coach Martin:** (Observing James) Next!

(James confidently demonstrates his newfound skills and scores brilliantly. Each shot feels like a step toward a brighter future.)

**Coach Martin:** (Impressed) You've made the team!

(continued)

## During Reading (continued)



### The Mentor's Game (continued)

(The crowd starts chanting "Dunkmaster! Dunkmaster!" as they recognize Mr. Anderson.)

**Spectator 1:** (Excited) It's Dunkmaster Anderson!

**Spectator 2:** (Astonished) Dunkmaster Anderson? The legend?

(James overhears the crowd and turns to Mr. Anderson in amazement.)

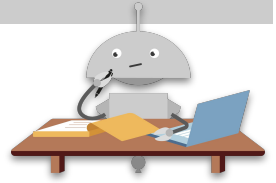
**James:** (Astonished) You're... you're Dunkmaster Anderson?

**Mr. Anderson:** (Smiling) Well, young man, I've had my days on the court. Now it's your time to shine.

(The lights dim as the crowd continues to cheer.)

### Notes

## After Reading



Reflect on the experiences of James and Mr. Anderson in the play. Why do you think it is valuable for people from different generations to spend time together?

--



Think about how the plot unfolds in this play. Create a comic strip that uses four moments from the play to summarize the plot. You may write descriptively or draw in each square to retell *The Mentor's Game* as a comic.

--	--	--	--

After you are done reading and answering these questions, you may want to ask yourself some more questions, like...

- How are the characters developed through the dialogue in this play?
- What is the theme of the play?

You may even want to read the play a second or third time! When you feel ready, go ahead and take your assessment!