

### Focus Question:

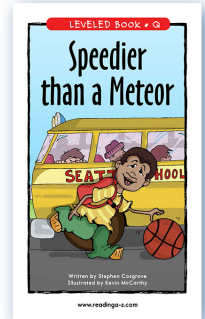
*How does Shaq feel after he talks with Skimmy?*

### Book Summary

Text Type: Fiction/Realistic

Unlike the professional basketball player for whom he is named, Shaquille O'Neal is anything but a whiz on the court. Because he is small for his age, Shaq is always picked last and seems to spend more time in the nurse's office than playing in games. After a conversation with the nurse, however, Shaq's world is turned around as she points out his strength on the court.

*Speedier than a Meteor* is a delightful story about the underdog and can be used to teach students how to identify character point of view and accurately retell a story.



### Lesson Essentials

#### Instructional Focus

- ☐ Retell to understand text
- ☐ Identify character point of view
- ☐ Describe information provided by illustrations
- ☐ Recognize and use dashes
- ☐ Place words in alphabetical order

#### Materials

- ☐ Book: *Speedier than a Meteor* (copy for each student)
- ☐ Character point of view, dashes, alphabetical order worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

#### Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

##### • Words to Know

**Story critical:** *advantage* (n.), *dribble* (v.), *forfeit* (v.), *meteor* (n.), *season* (n.), *shoot* (v.)

**Enrichment:** *court* (n.), *flu* (n.), *pronounce* (v.)

- **Academic vocabulary:** *become* (v.), *common* (adj.), *enough* (adj.), *problem* (n.), *same* (adj.), *without* (prep.)

### Guiding the Reading

#### Before Reading

##### Build Background

Show students images of the professional basketball player Shaquille O'Neal. Have students share what they know about basketball and ask them what they think makes Shaquille O'Neal a good basketball player (his height, his speed, and so on). Write the words *Basketball Player* on the board and create an idea web. Invite students to work in small groups to brainstorm a list of the qualities of a great basketball player, such as determination, hard work, strength, teamwork, and so on. Have students share their discussions with the class and record this information on the idea web.

##### Introduce the Book

- Give students their copy of *Speedier than a Meteor*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

##### Introduce the Reading Strategy: Retell

Explain to students that one way readers work to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story. Point out that when someone is retelling something, he or she explains the details of what happened in order. Explain that people retell as part of their daily lives, such as recounting what did they at school. Ask students to share other examples of when people might give a retelling. Model retelling by recounting what you did after students left school yesterday. Point out that the details of the retell must be given in the correct order. Have students turn to a partner and practice retelling by explaining what they did after school the previous day.

### Guiding the Reading (cont.)

#### Introduce the Comprehension Skill:

##### Story elements: Identify character point of view

- Explain to students that one way to understand a story is by identifying who is telling the story or the *character's point of view*. Point out that there are two common points of view from which a story is told: *first person* and *third person*. Write these headings on the board.
- Explain to students that in a first-person story, the narrator is one of the characters and is telling the story to the reader. Share with students that certain words are used throughout the story that can be clues to help the reader identify the point of view. Explain that in a first-person story the narrator will use pronouns such as *I*, *my*, and *me* when referring to him- or herself.
- Point out to students that in a third-person story, the narrator is not a character in the story but an observer who is describing the events in the story to the reader. Explain that the words used throughout the story to identify this type of point of view are the pronouns *he*, *she*, *her*, and *him* when referring to characters.
- Place students into small groups and provide each group with short passages written in first person and third person. Have students sort the passages according to the point of view of each story. Invite volunteers to share their results with the rest of the class.

#### Vocabulary

Have students turn to the "Words to Know" box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

#### Set the Purpose

- Have students read to find out more about Shaq. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer to the question.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

### During Reading

#### Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How are Shaq and the professional basketball player Shaquille O'Neal the same? How are they different?* (level 2) page 4
- *Why does Shaq say that he is his dad's very own Shaquille O'Neal?* (level 2) pages 5 and 6
- *Why does Shaq get picked last for the basketball teams?* (level 1) page 7
- *Why does Shaq feel really mad after each basketball practice?* (level 1) page 8
- *How does Shaq try to make up for not being good at basketball?* (level 1) page 9
- *In what way does Skimmy help Shaq?* (level 2) multiple pages
- *How does Shaq's attitude toward playing basketball change during the story?* (level 3) multiple pages

#### Text Features: Illustrations

Explain that pictures, or illustrations, in a story provide important information for the reader. Point out that illustrations often tell the reader many things that are not written by the author. Reread page 9 aloud as students follow along. Invite students to answer the following questions in small groups: *What does this illustration tell you about Shaq and the basketball team that is not written in the story? Why do you think the author included this illustration?* Invite volunteers to share their discussions with the class. Repeat this process with several other illustrations in the story.

#### Skill Review

- Model for students how you retell the events in the story using specific details from the text. Point out that a retell includes only the most important information and that this information is given in the correct order. Have students turn to a partner to practice retelling what they have read thus far.
- Model how to determine the character's point of view. **Think-aloud:** *As I read this story, I notice that the author uses the pronouns I, me, and my. I also notice that the story is being told from Shaq's point of view; he is the narrator. On the basis of this information, I can tell that this story is being told in the first-person point of view, or by one of the characters in the story, rather than by an outsider. As I read, I consider how this story would be different if it were told from the point of view of another character. Because the story is being told by Shaq, I am able to better understand his thoughts and feelings about the events in the story.*
- Have students work in groups to locate examples from the story to support that it is written in the

### Guiding the Reading (cont.)

first-person point of view. Invite groups to share their findings with the class. Ask students how the story might be different if it were told in the third person, or from an outsider's perspective.

- Model how to complete the **character-point-of-view worksheet**. Have students work with a partner to compare their findings.

### After Reading

Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Skill Review

#### Graphic Organizer: **Story elements: Identify character point of view**

Review the character-point-of-view worksheet that students completed. Have students share their responses with the class.

### Comprehension Extension

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided to be used for extension activities.

### Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. For example: *After talking with Skimmy, Shaq focuses on what he is good at: his speed. He runs wherever he goes and practices dribbling. When the next season begins, Shaq's skills have improved greatly, and he helps his team win the game.*)

### Comprehension Checks

- **Book quiz**
- **Retelling rubric**

### Book Extension Activities

#### Build Skills

#### Grammar and Mechanics: **Dashes**

- Explain to students that a dash (—) is a punctuation mark that can be used for different purposes: to show an afterthought or summary at the end of a sentence, or to "set off" or clarify information within a sentence.
- Write the following sentence on the board: *I watch you—you are fast.* Explain to students that in this sentence, the dash is being used to add a thought or more information to the end of the sentence.

- Review or explain the difference between a dash and a hyphen. Explain that hyphens are used in compound adjectives, adverbs, and nouns. Point out that hyphens are shorter in length and are used to connect two or more words.
- **Check for understanding:** Have students reread pages 11 and 12 and highlight the sentences containing a dash. Ask a volunteer to explain how each dash is used.
- **Independent practice:** Introduce, explain, and have students complete the **dashes worksheet**. If time allows, discuss their answers aloud after students finish.

### Word Work: **Alphabetical order**

- Review or explain the process of putting a list of words into alphabetical order, including words that begin with the same letter.
- Write the following words on separate pieces of paper and display them on the board: *driveway, dribble, basketball, drop*. Discuss how to place these words in alphabetical order, reminding students to look at the first letter in each word. Explain that if two words begin with the same letter they will then need to look at the second letter or even the third or fourth letter to determine the correct order.
- Have students work in small groups, and give each group the following eight words: *thinking, there, they, through, thought, that, then, the*. Invite students to work together to put these words in alphabetical order. Invite volunteers from each group to share their answer.
- **Check for understanding:** Write the following words on the board: *chosen, me, chocolate, choose, meteor*. Have students work independently to place the words in alphabetical order. Then, have students share their answers with a partner.
- **Independent practice:** Introduce, explain, and have students complete the **alphabetical order worksheet**. If time allows, discuss their answers.

### Connections

- See the back of the book for cross-curricular extension ideas.