

Focus Question:

How does it feel to become more independent as you get older?

Book Summary

Text Type: Fiction/Realistic

Kenny can't concentrate on the big race because he feels guilty. The night before, he asked his father not to come. Will Kenny win the race, and will his father show up? Students will enjoy the detailed illustrations that support the text as well as reading about interesting character relationships.



Lesson Essentials

Instructional Focus

- ☐ Connect to prior knowledge
- ☐ Identify cause-and-effect relationships
- ☐ Understand and use commas to separate dialogue
- ☐ Describe information provided by text features
- ☐ Identify and use synonyms

Materials

- ☐ Book—*His Biggest Fan* (copy for each student)
- ☐ Cause and effect, commas to separate dialogue, synonyms 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.

• Words to Know

Story critical: *accelerated* (v.), *argument* (n.), *concentrate* (v.), *hesitate* (v.), *nervous* (adj.), *qualify* (v.), *regret* (v.), *sprints* (n.), *stride* (n.)

- **Academic vocabulary:** *concentrate* (v.), *discussion* (n.), *represent* (v.), *section* (n.), *strategy* (n.), *suggested* (v.)

Guiding the Reading

Before Reading

Build Background

- Ask students to share with the class what they know about being in a race. Invite them to share any experiences they have had as well as how they felt before, during, and after the race.
- Extend the discussion by inviting students to share with the class how they feel about having family around when they are in a race, playing a sport, or performing. Does it make them feel nervous, or do they like the support?

Introduce the Book

- Give students their copy of *His Biggest Fan*. 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).
- Preview the illustrations in the book. Ask students what they expect to read about in the book, on the basis of what they see in the illustrations. (Accept all answers that students can justify.)

Introduce the Reading Strategy:

Connect to prior knowledge

- Explain to students that engaged and effective readers think about what they already know about a topic before reading a book. Point out that making connections to personal experience enables readers to better understand, remember, and enjoy what they have read. Have students work with a partner to review the illustrations and make connections to prior knowledge. Invite students to share their responses with the class.

Introduce the Comprehension Skill:

Cause and effect

- Explain to students that one way of organizing information in a story is to consider what happened and why it happened. Write the words *Cause and*

Guiding the Reading (cont.)

Effect on the board. Explain that a *cause* is *an event that makes something happen* and the *effect* is *the result of the event*.

- Draw a T-chart on the board, and label the left column *Cause* and the right column *Effect*. Write the following sentence in the *Effect* column of the chart: *I ran home as fast as I could*. Record the possible causes under the *Causes* heading such as *a dog was chasing me, it started to pour down rain, I was late for dinner*, and so on. Have volunteers offer responses and record this information on the board.

Vocabulary

Have students turn to the “Words to Know” box on the title 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 identify cause-and-effect relationships in the text. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- 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.

- *What problem is Kenny having the day of the big race?* (level 1) page 3
- *Why does Kenny not want to tell his dad what time his race begins?* (level 2) pages 5–6
- *Why does Kenny not want his dad to come to his race?* (level 1) page 8
- *What details from the text support the idea that Kenny is uncomfortable becoming more independent?* (level 3) multiple pages
- *In what ways does Kenny’s dad help him prepare for the race?* (level 1) page 9
- *Why didn’t Kenny’s win feel as good as he had hoped?* (level 3) multiple pages
- *Who left the note for Kenny?* (level 1) page 15

Text Features: Glossary

Have students turn to page 16 of the story. Point out that this page is the glossary. Write the word *Glossary* on the board. Explain to students that a glossary is located in the back of a book and contains the definitions of words found in the story. Invite volunteers to read each word in the glossary aloud along with the definition. Point out that in addition to the definition of the word, the glossary also includes the part of speech as well as the page where the word can be located. Have students locate the word *accelerated* in the glossary. Have students find the word *accelerated* on page 11 and draw students’ attention to the fact that the word is in boldface print. Point out that words that are included in the glossary will often be in boldface print in the story. Have students use the glossary to locate the remaining words.

Skill Review

- Discuss with students how understanding cause-and-effect relationships while reading helps readers understand and enjoy a book. Review the cause-and-effect T-chart on the board. Write the following sentence under the *Cause* heading: *Kenny and his dad got into an argument*.
- Model identifying cause-and-effect relationships in the book.
Think-aloud: I know that a cause is why something happens and an effect is what happens as a result of the cause. For example, if I am caught in a thunderstorm, the effect might be that I run home as fast as I can. As I read this story, I will look for cause-and-effect relationships in order to help me better remember and understand what I read. For example, if a cause is that Kenny and his dad have an argument, I know that the effects are that Kenny can’t concentrate right before the race and his dad’s feelings are hurt.
- Record the effect on the board. Have students work with a partner to identify another cause-and-effect relationship in the text. Invite volunteers to share their responses and record this information on the cause-and-effect T-chart.
- Model and discuss how to complete the *cause-and-effect worksheet*, using evidence from the text.

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: Cause and effect

Review the cause-and-effect worksheet that students completed. Have students share their work with the group. List ideas on the board.

Guiding the Reading (cont.)

Comprehension Extension

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

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Students should include that as you grow older, you become more independent. It may feel odd at first to do more things independently, but it is a natural part of growing up.)

Comprehension Checks

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

Book Extension Activities

Build Skills

Grammar and Mechanics: **Commas to separate dialogue**

- Write the following sentence on the board from page 6 of the text and ask a volunteer to read it aloud: *"Um, I'm not sure," Kenny lied.*
- Invite another volunteer to tell who is speaking and what words were spoken. Underline *Kenny* and circle the quotation marks. Remind students that quotation marks are placed on the outside of the words being spoken. Point to the comma at the end of the dialogue and ask students to call out the name of the punctuation mark.
- Explain to students that dialogue is part of a longer sentence. Point to the example on the board, draw a line under the dialogue portion, and draw a longer line under the entire sentence. Explain that dialogue is like a sentence within sentences.
- Point to the comma in the sentence on the board. Explain to students that a comma is used to separate the words being spoken (dialogue) from the rest of the sentence. Ask students what the punctuation mark at the end of the sentence is called. Explain that two periods are never used in the same sentence, which is why commas are used to separate the dialogue from the rest of the sentence.
- Have students turn to page 14. Read aloud the first sentence on the page, *"Nice race, Kenny," the coach said.* Ask students to underline who is speaking (*the coach*). Next, ask them to highlight the words spoken and then draw a circle around the comma at the end of the dialogue. Point out that the rest of the sentence (*the coach said*) comes after the comma.

- **Check for understanding:** Have students highlight all of the dialogue in the story. Remind them to highlight only the words that are spoken by characters, which would be within quotation marks. Then, have students underline the speaker and circle the commas at the end of the dialogue. Have students compare their work with a partner's.
- **Independent practice:** Introduce, explain, and have students complete the **commas-to-separate-dialogue worksheet**. If time allows, discuss their answers aloud after students finish.

Word Work: **Synonyms**

- Write the word *nervous* on the board. Have students locate and read the word in the first paragraph on page 8. Ask students to explain what the word means (*afraid or tense*).
- Review or explain that two words that have the same meaning are called *synonyms*. Writers sometimes replace words with synonyms to make their writing more interesting and vivid.
- Show students what a thesaurus looks like and explain that it is used to look up synonyms of words. Point out the word *paused* on page 7. Model how to use a thesaurus by looking up the word *paused*. Explain that *paused* will not be listed because dictionaries and thesauruses typically list root words. Give students a thesaurus and have them look up the word *pause*. Invite a volunteer to read the synonyms aloud.
- **Check for understanding:** Have students circle the words *slowly*, on page 7, and *cheers*, on page 11. Have students use a thesaurus to help them replace these words with synonyms that will make the sentences more interesting. Remind students to look up the root words *slow* and *cheer*. Have students rewrite the two sentences on a blank sheet of paper using the new words. Invite volunteers to read their new sentences.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms worksheet**. If time allows, have students discuss their answers after they finish the assignment.

Connections

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