Unit 1/Week 5

Title: A Guide to Basketball

Suggested Time: 5 days if you include the research component (45 minutes per day)

Common Core ELA Standards: RI.3.1, RI.3.2, RI.3.3, RI.3.5; RF. 3.3, RF. 3.4; W.3.2, W.3.4, W.3.5, W.3.6, W.3.7; SL.3.1, SL.3.6; L.3.1, L.3.2, L.3.4, L.3.5

Teacher Instructions

Refer to the Introduction for further details*.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

By reading a nonfiction article, we gain information about the beginning of the game of basketball and how and where the

sport is played today.

Synopsis

The article gives factual information about the when, where and how the game of basketball began and how it is played.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety

of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| --- | --- |
| **Text Dependent Questions** | **Answers** |
| Why did James Naismith invent basketball? | James Naismith wanted a game that could be played indoors during cold weather. |
| How was the first game of basketball played? | Wooden baskets were hung on opposite walls of the gymnasium. Two teams were formed and each team tried to score points by throwing a ball into one of the baskets. |
| How is the offense different from the defense? Where in the article does it tell us? | The offense is the team with the ball, while the defense is the team that does not have the ball. The words are defined in the Glossary. |
| What happens after the ball is thrown in the air during the tip-off? | One player from each team tries to tip the ball to a teammate. |
| What is the difference between a two and a three point score? | Two points are usually scored for each basket. Three points are given from a basket that is made from behind a line that is 23 feet 9 inches from the basket. |
| What does the scoreboard do? | The scoreboard helps the players and spectators keep track of the time and the score. |
| What happens when a foul occurs? | When a foul occurs, the person who has the ball can shoot for extra points from the free-throw line, which is 15 feet from the basket. |
| Use the diagram of the basketball court to find the three-point line and the free-throw line. How far is the three-point line from the basket? When is the free-throw line used? How tall is the basket? | The three-point line is 23 feet 9 inches from the basket. The free-throw line is used when a foul occurs. The basket is 10 feet tall. |

Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**  Words addressed with a question or task | **WORDS WORTH KNOWING**  General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION**  not enough contextual clues provided in the text |  | Invented  Compete |
| **STUDENTS FIGURE OUT THE MEANING**  sufficient context clues are provided in the text | Glossary  Offense  Defense  Dribble  Shoot  Quarters  Foul | International  Referee  Spectators |

Culminating Task

* Re-Read, Think, Discuss, Write

Use the article to explain the rules and the game of basketball to someone who doesn’t know anything about the game. Include at least 6 facts about the game of basketball that you learned from the article.

Answer: Basketball is played by two teams. There is an offense and a defense. The game begins with a tip-off. The person who gets the ball must dribble it to the basket and shoot for points. The game is played in four quarters and a scoreboard keeps track of the time and score. Two points are usually scored for each basket. Three points are given from a basket that is made from behind a line that is 23 feet 9 inches from the basket.

Additional Task

* “Allie’s Basketball Dream” and “A Guide to Basketball” both tell about the same sport. How are these two selections different from each other? Which one gives you a better sense of how exciting and rewarding a game basketball might be? State the evidence for your answer.

Answer: “Allie’s Basketball Dream” is fiction; “A Guide to Basketball” is nonfiction. The first tells a story about a girl who wants to play basketball; the second article gives factual information about the sport of basketball. The first story is a narrative that contains characters, setting and plot with illustrations. The article has nonfiction text features which include a glossary, diagrams, headings, captions and bold text. Please note that answers and evidence might vary. Possibilities for evidence could be Allie’s persistence in sticking with it and her excitement about getting the ball as a present, the other kids enjoying themselves on the court, and the pleasure she and her dad both get from the game.

* The Olympics are an international sporting event. James Naismith took a round ball and created an international pastime. Conduct a short research project on when and how the sport of basketball was introduced in the Olympics.

Note to Teacher

* This is a supplemental piece to use with “Allie’s Basketball Dream” if you so choose. Since it is early in the year, you should take the opportunity to point out features of informational text to review for your students. Explain that the authors of articles sometimes include headings to mark the beginning of different sections. Have students use the headings to help them recall what each section is about. Then have them reread the sections to see if their recollections are correct.

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

**“A Guide to Basketball”**

1. Why did James Naismith invent basketball?
2. How was the first game of basketball played?
3. How is the offense different from the defense? Where in the article does it tell us?
4. What happens after the ball is thrown in the air during the tip-off?
5. What is the difference between a two and a three point score?
6. What does the scoreboard do?
7. What happens when a foul occurs?
8. Use the diagram of the basketball court to find the three-point line and the free-throw line. How far is the three-point line from the basket? When is the free-throw line used? How tall is the basket?