LESSON 5 TEACHER’S GUIDE

Not Just Second Place
by Tracey E. Dils

Fountas-Pinnell Level Q
Realistic Fiction

Selection Summary
After relocating with her family from Arizona to a new place, Lauren, who is hearing-impaired, meets Meg, who encourages her to try out for the basketball team. Lauren must decide whether to reveal her basketball talents—and disability—or hide behind her fear.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>• Realistic fiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>• Third-person continuous narrative</td>
</tr>
<tr>
<td>Content</td>
<td>• Basketball</td>
</tr>
<tr>
<td></td>
<td>• Sports and teamwork</td>
</tr>
<tr>
<td></td>
<td>• Living with disabilities/impairments</td>
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<tr>
<td></td>
<td>• Relocation to a new town</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>• Living with a disability or impairment is not what defines individuals.</td>
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<tr>
<td></td>
<td>• Making new friends can help in a time of transition.</td>
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<td></td>
<td>• Teaching and leading others can improve self-confidence.</td>
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<tr>
<td>Language and</td>
<td>• Combination of narrative description and dialogue</td>
</tr>
<tr>
<td>Literary Features</td>
<td>• Figurative language: come out of her shell, get them next time</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>• Some longer introductory clauses</td>
</tr>
<tr>
<td></td>
<td>• Dialogue</td>
</tr>
<tr>
<td></td>
<td>• Questions, ellipses</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>• Multiple-meaning basketball terms: drills, baskets, dribbling</td>
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<tr>
<td></td>
<td>• Most words accessible</td>
</tr>
<tr>
<td>Words</td>
<td>• Some multisyllable words: supposedly, preliminary</td>
</tr>
<tr>
<td></td>
<td>• Words with inflectional endings: determined, introduced, impairment</td>
</tr>
<tr>
<td>Illustrations</td>
<td>• Illustrations support text</td>
</tr>
<tr>
<td>Book and Print</td>
<td>• Thirteen pages of text, with illustrations on most pages</td>
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**Not Just Second Place**  by Tracey E. Dils

**Build Background**
Help students use their knowledge about basketball and getting acquainted with new students to understand the story. Build interest by asking a question such as the following: *What team sports do you like to play or watch?* Read the title and author and talk about the cover illustration. Tell students that this is realistic fiction, so while the events are not real, they are similar to what could happen.

**Introduce the Text**
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

**Page 2:** Explain that this is a story about a girl, Lauren, who has just transferred to a new school in a new state. **Suggested language:** *Turn to page 2. Read the second sentence: The hall was buzzing. Ask: What does buzzing mean in this sentence? What does the illustration show?*

**Page 3:** Have students look at the highlighted word. Explain that Lauren wears a small hearing aid that no one can see. She's still a little **embarrassed** about her hearing aid. **Ask:** *What other kinds of things are people sometimes embarrassed about?*

**Page 7:** Have students look at the sentence with the highlighted word. **Ask:** *What do you think it means to run some **preliminary** drills?*

**Page 13:** Point out the first sentence. **Suggested language:** *Lauren helps the coach plan drills. Ask: What does this sentence tell you about how good a basketball player Lauren is?*

Now go back to the beginning of the story and read to find out what happens to Lauren and her team, the Blue Streaks.

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**Target Vocabulary**

- **brutal** – cruel or harsh behaviors
- **embarrassed** – feeling ashamed and uncomfortable, p. 3
- **gorgeous** – very beautiful or graceful
- **obvious** – very noticeable or easy to see, p. 8
- **officially** – done with proper consent or in an authorized way
- **opponents** – people who compete against one another, often in a contest, p. 8
- **preliminary** – something that comes before the main event, p. 7
- **supposedly** – thought to be true without having proof, p. 4
- **sweeping** – movement or action covering a wide space or range, p. 4
- **typically** – done regularly, on an ordinary basis, or always in the same way
Read
Have students read silently while you listen to individual students read aloud. Support their problem solving and fluency as needed.

Remind students to use the Visualize Strategy as they read to picture in their heads how Lauren’s hearing impairment might affect her experience playing team sports.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the text.
Suggested language: Has anyone ever helped you in a new situation? How do you think Meg’s help made Lauren feel?

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Lauren transfers to a new school, but her hearing impairment causes her to avoid unnecessary attention.</td>
<td>• New situations create challenges and opportunities for people.</td>
<td>• The first two pages of the story provide context for Lauren’s behavior and help explain the problem.</td>
</tr>
<tr>
<td>• A student, Meg, befriends Lauren, encouraging her to try out for the basketball team.</td>
<td>• Participating in extracurricular activities and making friends can help people adjust to new surroundings.</td>
<td>• The plot describes Lauren’s struggles and accomplishments on a basketball team, which are similar to typical experiences playing team sports.</td>
</tr>
<tr>
<td>• Lauren’s previous basketball experience is an asset to her new team. She gains confidence, and her hearing impairment is less important.</td>
<td>• A person’s impairments and disabilities are just one aspect of who that person is.</td>
<td>• The story’s title has double meaning for both basketball and Lauren’s success.</td>
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</table>

Choices for Further Support
• Fluency Invite students to choose a passage from the text to act out and demonstrate phrased fluent reading. Remind them to adjust rate when a passage’s punctuation calls for it and to vary tone, pitch, and volume in giving expression to the characters’ dialogue.

• Comprehension Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• Phonics/Word Work Provide practice as needed with words and word parts, using examples from the text. Have students define the adverb supposedly based on its use on page 4. Ask students if they can name the root in supposedly (suppose).
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 5.7.

Responding
Have students complete the activities at the back of the book, using their Reader’s Notebook. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Theme  
Remind students that the motives and actions of characters can reveal the theme of a story. Model how to add details to the Graphic Organizer, using a “Think Aloud” like the one below:

Think Aloud

The theme is about fitting in despite disabilities or obstacles. Lauren chooses to share her skills and advice with her teammates so that they become better competitors. Lauren is less worried about her hearing impairment. Add this detail to one of the detail boxes. It contributes to the story’s theme.

Practice the Skill
Have students share examples of other stories in which the theme requires characters to overcome obstacles.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the writing prompt on page 6. Remind them that when they think beyond the text, they use their personal knowledge to reach new understandings.

Assessment Prompts

- What is the meaning of sweeping on page 4?
- What is the main idea of the second paragraph on page 6?
- What can you conclude about Lauren’s determination to fit in at her new school?
Critical Thinking

Read and answer the questions.

1. Think within the text. How does Lauren hide her hearing aid?

2. Think within the text. Why doesn’t Lauren teach Meg how to dribble correctly at first?

3. Think beyond the text. What does the title tell the reader about the theme of the selection?

4. Think about the text. What characteristics does Lauren have that help to explain her success?

Making Connections. Everyone has traits, talents, or interests that make them stand out from the crowd. Write about something that makes you different and how you handle it with your peers.

Critical Thinking

Reading Support. Pair advanced and intermediate readers to read the story softly, or have students listen to the audio or online recordings. Remind them that because of her previous basketball experience, Lauren can really help her new team.

Idioms. The story includes some idioms that might be unfamiliar. Explain the meaning of expressions such as “I’m going to break you into teams” (page 7) and “up to her level” (page 8). The term get when referring to beating an opposing team might be confusing to English learners and may need to be explained.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/ Advanced</th>
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<tbody>
<tr>
<td><strong>Speaker 1:</strong> Who is the main character?</td>
<td><strong>Speaker 1:</strong> How does Lauren help Meg?</td>
<td><strong>Speaker 1:</strong> What causes Lauren to become more animated during the game?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> Lauren</td>
<td><strong>Speaker 2:</strong> Lauren provides Meg with tips for improving her game.</td>
<td><strong>Speaker 2:</strong> The team is down at halftime and Lauren wants to inspire them.</td>
</tr>
<tr>
<td><strong>Speaker 1:</strong> Where does the story mostly take place?</td>
<td><strong>Speaker 1:</strong> Why does Caroline comment on Lauren’s ear?</td>
<td><strong>Speaker 1:</strong> What does the trophy represent to Lauren?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> at her new school</td>
<td><strong>Speaker 2:</strong> She notices Lauren’s hearing aid.</td>
<td><strong>Speaker 2:</strong> It reminds her that she had a good year and made many friends.</td>
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<tr>
<td><strong>Speaker 1:</strong> What award do the basketball players win at the end of the story?</td>
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<tr>
<td><strong>Speaker 2:</strong> a second-place trophy</td>
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Responding

1. **Theme:** What do Lauren’s thoughts and actions tell you about the theme of the story? What details contribute to the theme?

2. **Detail 1:** The best way to fit in is not to be shy about one’s disabilities.

3. **Detail 2:** Not Just Second Place

4. **Theme:** A great many people in the world are hearing impaired. What can be done to make their lives easier? Make a poster explaining some of the ways to help the hearing impaired fit in.

Critical Thinking

Lesson 5: Not Just Second Place

English Language Development

Critical Thinking

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Grade 5

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Thinking Beyond the Text

Think about the questions below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

Lauren helps her teammates become better basketball players. How does Lauren help her new teammates? Why does helping her teammates improve Lauren’s confidence in herself? Why do you think people usually feel better about themselves when they help others?
Name _____________________________ Date ____________

Critical Thinking

Read and answer the questions.

1. **Think within the text** How does Lauren hide her hearing aid?

2. **Think within the text** Why doesn’t Lauren teach Meg how to dribble correctly at first?

3. **Think beyond the text** What does the title tell the reader about the theme of the selection?

4. **Think about the text** What characteristics does Lauren have that help to explain her success?

**Making Connections** Everyone has traits, talents, or interests that make them stand out from the crowd. Write about something that makes you different and how you handle it with your peers.

**Write your answer in your Reader’s Notebook.**
Lauren smiled at the kids she passed in the hallway of her new school. The hall was buzzing. Lauren couldn’t make out all the words, but she did hear laughter. The school was much smaller than her school in Arizona. Still, it seemed like a friendly place.

Just keep smiling, Lauren told herself. That was the way to make friends.

Lauren had always had a little trouble making friends. She was shy and kept to herself most of the time. But this year, at her new school, she was determined to come out of her shell. But how?