

Lesson Plan

Assist, Rebound

Book: *Giannis Antetokounmpo: Basketball Star*

Series: Biggest Names in Sports

Level: Navigator

Objective

To help students study how a word's prefix affects its meaning, and to build familiarity with the prefix "re-."

Supplies

- *Giannis Antetokounmpo: Basketball Star*
- Basketball

Before the Activity

Read through the *Giannis Antetokounmpo* book with students, or assign it to students to read on their own.

Activity

To start, review the terms *assist* and *rebound*, directing students to consult the glossary on page 31. According to the glossary, assists are "passes that lead directly to a teammate scoring a basket." In other words, the ball goes straight from one teammate to the other, and this second teammate shoots and scores. According to the glossary, rebounds are "plays in which a player controls the ball after a missed shot." In other words, the ball bounces off the hoop or backboard, and a player grabs the ball as it bounces back.

Explain that the word *rebound* begins with the prefix "re-." This prefix is used in many other words, including *rewrite*, *restart*, and *reconsider*. Each of these words has a different root word: *write*, *start*, and *consider*. But because these words share a prefix, they have similar meanings—they all describe going back or doing something again.

Ask students to list other words that start with the prefix "re-." Possible answers include *review*, *redo*, *repeat*, *restore*, *revise*, *reread*, and *recap*. Then play the following game. Have students stand in a large circle. Choose one student to start the game. Give this student (Student A) the basketball. Have Student A say "Assist" and pass the ball to the student immediately to his or her left (Student B). Now Student B should say "Assist" and pass the ball left again, to Student C, and so on around the circle. Students should try to keep moving the ball quickly. The more times the ball is passed, the faster it should go.

After students have the hang of this, explain that at any point, a student can decide to say “Rebound” instead of “Assist.” Because a rebound happens when the ball bounces back from the hoop, saying “Rebound” changes the direction students will pass the ball. First, the student who says “Rebound” will pass the ball back to the right. Then the other students will also pass the ball to the right when they say “Assist.” The ball will keep going to the right until another student says “Rebound” and changes the direction again.

Practice a few rebounds. Then explain that students have one more option. They can think of a different word that starts with the prefix “re-.” This word will have the same prefix as the word *rebound*, so doing this will also change the direction the ball moves. However, because the word has a different root word than *rebound*, the student who says this word will toss the ball gently to the student directly across from him or her.

If a student says the wrong word or tosses the ball the wrong direction, he or she is out.

Evaluation

Students who are out should sit down outside of the circle. The remaining students should fill the gap and start passing the ball again, gradually speeding up the more times the ball is passed.

Standards

This lesson may be used to address the Common Core State Standards’ language standards, grades 3 and 4 (L 3.2, 4.2).