

Sports Stars Who Care

Introduction

This teacher's guide helps students learn about some high-interest sports figures and their charitable work. Each book in the series explores the life and career of a contemporary sports star. Readers discover that besides notable athletic feats, each athlete is involved in charitable efforts to help others, making the books a great addition to any character education program. Full-color photographs and engaging text, including quotes from the athletes themselves, capture readers' attention as they follow famous athletes from childhood to celebrity, in and out of the sports arena. *Did You Know* fact boxes, statistics charts, a glossary, and other text features add information to expand learning.

National Standards

This series supports [Language Arts](#) and [Social Studies](#). Go to www.enslowclassroom.com and/or www.enslow.com and click on the Curriculum Correlations tab. Click on your state, grade level, and curriculum standard to display how any book in this series backs up your state's specific curriculum standard.

Classroom Activities

Activities linking to the five curriculum areas: Reading/Language Arts; Math, Science; Social Studies; and the Arts, can be found in this teacher's guide. Hands-on activities and a reproducible handout encourage readers to use comprehension and vocabulary skills relating to the book's subject. Some activities can be reworked to use with any book in the series. The last page of this guide provides a reproducible assessment tool covering comprehension, vocabulary, and inference.

Guided Reading Level: O

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Titles in this series:	Library Edition ISBN:	Paperback Edition ISBN:
Dale Earnhardt, Jr.: <i>A Car Racer Who Cares</i>	978-0-7660-3777-9	978-1-549845-228-0
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Teacher's Guide for

[Kevin Garnett: A Basketball Star Who Cares](#)

In this book, readers discover that Kevin Garnett, star forward for the Boston Celtics, is not only a versatile and talented basketball player, but off court, he believes in “giving back.” Through his 4XL Foundation, Kevin helps teens prepare for business careers. In addition, he donated more than \$1 million to help rebuild homes after Hurricane Katrina and volunteers at other charitable events.

Introduction, pages 5–7 Read the title, *Kevin Garnett: A Basketball Star Who Cares*, aloud. Point out that this is a biography: a detailed description of a real person's life. Have students make **KWL** charts, writing in the **K** column what they already **know** about Garnett and the NBA, and in the **W** column questions about Garnett and the NBA they **want** answered. After they finish the book, students will fill in the **L** column with what they have **learned**. Read pages 5–7.

Chapter 1, pages 8–12 Read aloud page 8, pausing on the phrase *after that* in the fifth sentence. Remind students that dates and words like *after* and *before* signal a sequence text structure. Have students read the chapter silently, then, as a group, list important events from the chapter in the correct order. Explain that later, students will use the data to create a timeline.

Chapter 2, pages 13–18 As students read the chapter, have them continue to list the events in sequence to be used for their timelines. Ask: *What was Garnett's trademark, and why did he do it?* (wearing a rubber band as jewelry; he could not afford real jewelry)

Chapter 3, pages 19–24 Let students partner-read and discuss the chapter. Have partners continue to track and record the sequences of events. Ask: *Why didn't Garnett go to college?* (couldn't pass ACT entrance test)

Chapter 4, pages 25–30 As students read, remind them to continue to record the sequence. Discuss the photos and captions. Ask students how these text features help readers. (clarify/expand information in the main text) Ask: *What happened on July 31, 2007?* (Garnett traded to Celtics)

Chapter 5, pages 31–39 Let students partner-read and discuss the Celtics' sequence to the championship. Ask: *How long had it been since Boston was in the NBA finals?* (21 years)

Chapter 6, pages 40–44 Have students read the chapter silently, noting the sequence of events. Then as a group, use all the sequence data to create a timeline on the board. Point out the *Career Statistics*, *Words to Know*, *Read More*, and *Index* pages that follow the chapter. Discuss how such nonfiction text features help readers find information more easily.

After Reading Have students complete and discuss their KWL charts. To prompt personal responses to the book, ask: *Which part of the book did you think was most interesting? Does this book make you want to learn more about professional basketball and other NBA players? Where could you go to find more information?*

Use the activities linking to Reading/Language Arts, Math, Science, Social Studies, and the Arts on the next page. Also make copies of the Handout and Assessment pages that follow. Read the directions aloud, then let students work independently.

Answers: Handout 1. culture, 2. Celtics, 3. center, 4. defense, 5 assist, 6. guard, 7. pledge, 8. MVP, 9. rebound, 10. starter, 11. veteran. **Assessment** 1. B, 2. D, 3. B, 4. C, 5. D, 6. A, 7. D, 8. C, 9. B, 10. D.

Activities -- The Five Curriculum Activities

SAFETY WARNING:

Before doing any activity, make sure students do not have allergies to any materials. Supervise activities requiring the use of sharp or hot/cold objects. Always review directions and safety rules with students before they begin any project.

Reading/Language Arts activity:

Remind students that every book, and chapter in a book, has a main idea—what it's mostly about. Point out that sometimes, as with chapter 6, the main idea is stated in the chapter title: *Making a Difference*. Add that text in the chapter gives details to support that main idea. Have students skim and scan the chapter to create concept maps. Tell pairs of students to write *Making a Difference* in a center circle and details, such as *gave money to rebuild homes, bowls in charity events, and visits sick children*, in smaller circles around it. Let pairs share and compare their maps.

Math activity:

Direct attention to the career statistics chart on page 45. Have students use the chart to answer the following questions, then create their own math problems for classmates to solve:

- *What was the highest FG% Garnett had while playing for Minnesota? (52.6)*
- *In what season did Garnett make 1,139 rebound shots (REB)? (2003-2004)*
- *How many total points (PTS) does Garnett have? (22,267)*

Science activity:

When a basketball hits the floor, the rebound height is typically less than the original height. Why? As the ball hits the surface, some of the ball's energy is dispersed. Rebound height is less on a carpeted surface than on a wooden one because the carpet's texture absorbs much of the energy. Let students test this to prove why basketball games are best played on a wooden floor! Attach mural paper to the wall, up from the floor. Attach a meter stick on one edge. Have one student drop a basketball while a partner marks the height from which it was dropped and the rebound height. Then place a throw rug on the floor and repeat. Discuss results.

Social Studies activity:

As a group, research and list the names of all the basketball teams in the NBA. Locate the home city of each team on a map. Then encourage students to find a picture of a popular player on each team to attach to the map at his team's location.

Arts activity:

Have students imagine they have been invited to present an award to Kevin Garnett for his charitable work. Ask each student to design the kind of award he/she would present: a plaque, medal, certificate, trophy, or some other object. Provide access to a variety of art media, including paper, paints, markers, scissors, poster board, and modeling clay. Have students share their finished awards with the class. Let the group vote for the "best in show."

Handout

Cross-a-Word

One column in this puzzle spells **LEND SUPPORT**. That's what Kevin Garnett says he's happy to do and hopes others will do. Read each clue below, then fill in the missing letters of words from the book that go across the puzzle.

Clues

1. Attitude or behavior of a group
2. Boston NBA team
3. Usually the tallest player on a team
4. The act of stopping the other team from scoring
5. Pass the ball to a teammate so that player can score
6. Player who plays farthest away from the basket
7. Promised to give money or help
8. Letters that stand for "Most Valuable Player"
9. Take the ball after a missed shot
10. One of the five key players on a basketball team
11. Someone who has years of experience

1		L							
	2	E							
3		N							
		4 D							
		5 S							
		6 U							
		7 P							
	8		P						
9			O						
10			R						
	11		T						

Assessment

Circle the letter that best completes the statement or answers the question.

- Kevin Garnett's motto is _____ .
 - "anything goes"
 - "anything is possible"
 - "anyone can be a hero"
 - "anytime is the right time for a stuff shot"
- Which was the first NBA team on which Garnett played?
 - the Boston Celtics
 - the Detroit Pistons
 - the Miami Heat
 - the Minnesota Timberwolves
- Kevin Garnett was an only child.
 - True
 - False
- Players on the NBA All-Star team are _____.
 - decided by the team owners
 - picked by the manager of last year's NBA champion team
 - chosen by the votes of fans
 - voted on by other NBA basketball players
- As used in line 11 on page 20, the word *draft* means _____.
 - rough copy of a story
 - draw up
 - breeze
 - recruit
- The word *frustrated* as used on page 27 means *discouraged*.
 - True
 - False

7. Which could the author **NOT** have used instead of *ritual* in the last paragraph on page 34?
- A. habit
 - B. custom
 - C. routine
 - D. rarity
8. From the text on pages 32 and 34, you can infer that _____.
- A. basketball teams probably lose more games “at-home” than “away”
 - B. basketball teams probably win all “at home” games”
 - C. basketball teams probably win more games “at-home” than “away”
 - D. basketball teams probably do not win any “away” games
9. On page 40, the author implies that winning is everything to Garnett.
- A. True
 - B. False
10. You can infer from the words, “out of the spotlight,” on page 44 that _____.
- A. Garnett does charitable work only indoors
 - B. Everyone knows all about Garnett’s charitable work
 - C. Garnett always invites reporters to go along when he helps charities
 - D. Garnett doesn’t do charitable work for praise or publicity