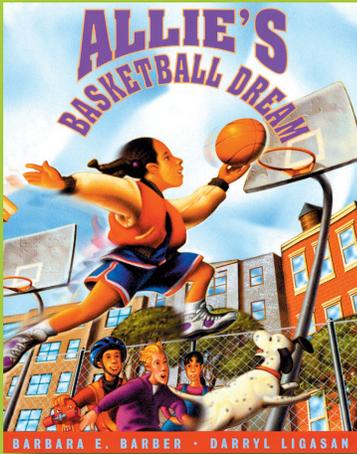


TEACHER'S GUIDE



LEE & LOW BOOKS

Allie's Basketball Dream

written by Barbara E. Barber, illustrated by Darryl Ligasan

About the Book

Genre: Realistic Fiction

***Reading Level:** Grades 2–3

Interest Level: Grades 1–4

Guided Reading Level: K

Accelerated Reader®

Level/Points: 2.8/0.5

Lexile™ Measure: 530L

*Reading level based on the
Spache Readability Formula

Themes: Sports, Fathers,
Breaking Gender Barriers,
African/African American
Interest, Empathy/Compassion,
Leadership, Dreams &
Aspirations, Identity/
Self Esteem/Confidence,
Overcoming Obstacles,
Persistence/Grit, Friendship,
Father-Daughter Relationship

SYNOPSIS

Basketball is Allie's favorite sport; she's loved it ever since her father took her to a professional game at Madison Square Garden. When her dad gives her a basketball of her own, Allie tries her new ball out on the courts of a neighborhood playground. Once there, her enthusiasm ebbs as her shots fall short of the basket—at least at first.

However, the boys on a nearby court laugh at her, and her friends make it clear that they think basketball is a boy's game. Worst of all, Allie misses most of her shots. Still, she keeps on trying, and eventually makes a great shot and wins the approval and admiration of her friends, the older boys, and best of all, her father. Allie's story of self-determination is one that young athletes, both boys and girls, will recognize. Perfect for anyone who has experienced the ups and downs of practicing and playing hard, *Allie's Basketball Dream* is a spirited tribute to perseverance.



BACKGROUND

Basketball Overview

Playground basketball is a popular form of recreation in many communities, and especially in urban and inner-city areas. In addition to organized competition sponsored by schools, park districts, youth centers, and religious organizations, many youngsters and adults play neighborhood games in parks, alleys, driveways, backyards, and playgrounds. As noted in a Booklist review of Lee & Low's *Strong To The Hoop* (<https://www.leeandlow.com/books/2454>): "Playground basketball is always about a rite of passage: proving yourself able to play at the next level. It's a metaphor for life in the larger world, of course, but it's also an intense, image-rich world of its own."

An interesting side note is that Barbara E. Barber, author of *Allie's Basketball Dream*, loved to play basketball and other sports when she was growing up. She based the character of Allie on herself!

Gender Discrimination in Basketball

Similar to Allie's experiences in *Allie's Basketball Dream*, gender discrimination has pervaded sports and begins at an early age. Basketball, a sport that has both women's and men's professional teams, is even more susceptible to gender discrimination, because of constant comparison. "Get Back to the Kitchen: a WNBA Roundtable on Sexism in Basketball," is an article featuring interviews with women's professional basketball players and the ways that they have experienced gender discrimination in basketball, in their childhood and in the present (<https://theundefeated.com/features/wnba-roundtable-on-sexism-in-basketball-imani-mcgee-stafford-devereaux-peters-mistie-bass-elena-delle-donne-aja-wilson-candace-parker/>).

Additional LEE & LOW Titles about Sports:

Catching the Moon written by Crystal Hubbard, illustrated by Randy DuBurke
<https://www.leeandlow.com/books/catching-the-moon>

Strong to the Hoop written by John Coy, illustrated by Leslie Jean-Bart
<https://www.leeandlow.com/books/strong-to-the-hoop>

Get Set! Swim! written by Jeannine Atkins, illustrated by Hector Viveros Lee
<https://www.leeandlow.com/books/get-set-swim>

Joe Louis, My Champion written by William Miller, illustrated by Rodney S. Pate
<https://www.leeandlow.com/books/joe-louis-my-champion>

Around the World written by John Coy, illustrated by Antonio Reonegro and Tom Lynch
<https://www.leeandlow.com/books/around-the-world>

Willie Wins written by Almira Astudillo Gilles, illustrated by Carl Angel
<https://www.leeandlow.com/books/willie-wins>



VOCABULARY

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below. The following words from the book have special meanings in basketball.

Content Specific

hoop, rim, shot, passed, court, dribble, shoot, ball, basket, missed, long-distance shot, backboard, playground, bounce

Academic

scanned, aimed, missed, pretended, proudly, hesitated, professional, surprised, retrieve, applauded

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. Do you have a favorite sport that you play at home or in a park or playground? Why do you like this sport? What is the best part about playing it?
2. Have you ever imagined yourself as a pro at something? What was it? What do you think you would have to do to achieve this status?
3. What do you know about basketball? Do you enjoy playing it? Why? Do you like to watch it? Why?
4. Who are some well-known basketball players you know? How do you think these players got where they are today? What do you think it takes to play basketball well?
5. Have you ever set a goal for yourself? What barriers got in your way? Were you able to achieve that goal? Why or why not?
6. What does the word persistence mean to you?
7. Do you think of basketball as a boy's sport or a girl's sport or both? Why?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1, Craft & Structure, Strand 5, and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. Talk about the title of the book. Then ask students what they think this book will most likely be about and whom the book might be about. What do they think might happen? What information do they think they might learn? What makes them think that?
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author and illustrators' dedications, and illustrations.



3. Display the book cover and ask students to discuss the picture and talk about what the girl is doing. What are the other kids in the illustration doing? What is the dog doing? How does the cover show action and emotion?

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- how Allie pursues her basketball dream
- what affects Allie's confidence and her motivation
- the problem that Allie faces in the story and how it resolves
- how gender expectations affect Allie

Encourage students to consider why the author, Barbara E. Barber, wanted to share this story with young people. Also encourage students to consider why the illustrator, Darryl Ligasan, used the colors and styles he did.

The students can also write one or two questions of their own that they think the story might answer.

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3; and Presentation of Knowledge & Ideas, Strand 4)

1. Why does Allie's father give her a basketball?
2. Where and when does the story take place? How do you know?
3. Who are the main characters in the story?
4. How does Allie react when the boys laugh at her?
5. What does Allie do when Sheba asks her to jump double-dutch?
6. Why doesn't Julio want to play basketball with Allie?
7. Why doesn't Allie want to trade balls with Buddy?
8. What does Buddy offer Allie for her basketball?
9. What made Allie decide to become a professional basketball player? How was she influenced by her cousin Gwen?
10. What did Allie love about her first professional basketball game?
11. Why does Allie end up playing with Domino?
12. How does Allie make a basket?
13. Why do Allie's friends finally decide to join her?
14. What are some examples of gender discrimination that Allie encounters in this book?
15. Who is Allie looking forward to showing how she plays basketball?



“Repeatedly told that ‘basketball’s a boy’s game,’ a girl’s confidence falters and then rebounds in this encouraging tale. Barber’s message is deserving... the rebuffs Allie weathers are countless, and then applause is just as universal.”

—*Publisher’s Weekly*

“This pleasant story presents a strong female protagonist and a multiethnic supporting cast...[The illustrations] radiate from the page.”

—*School Library Journal*

“Allie’s faith in herself is contagious...Computer-enhanced drawings capture the energy and motion of the hoops, in the dazzling colors of dreams.”

—*Chicago Parent*

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 1-3; and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3; and Presentation of Knowledge & Ideas, Strand 4)

1. Why did the author write the story in this setting?
2. What did you notice about the illustrator’s – Darryl Ligan’s – choices with color and images? How do they help establish the tone of the story?
3. How does Allie feel when her dad compliments her on making the shot?
4. Have you ever been in a similar situation to Allie?
5. Have you tried to play a new sport and realized that you weren’t very good at first? What did you do to get better and improve?
6. Why doesn’t Allie give up even though she misses many shots?
7. What advice did your family members or coach give you when learning a new skill?
8. How would you react to the comment that basketball is not for girls?
9. What might you say if you were an observer to the kids taunting Allie? Would you be silent? Would you stand up for her? Why?
10. Where do you think the kids learn the stereotype that basketball is not for girls? Why do you think that?
11. Why do you think Barbara E. Baker wrote this book?
12. Why do you think *Allie’s Basketball Dream* is a good name for the title?
13. What message does the story send about overcoming obstacles or breaking gender barriers?
14. Persistence and grit are some of the main themes in this book. What word choices did Barbara E. Baker use to develop this theme? What other themes did you notice? How were they developed?
15. Why is it important to Allie to show her father what she can do?
16. How do you think the older boys on the playground will act the next time Allie goes there? Why?
17. Whose point of view is the story told from? How does this impact the style of the text?



Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

1. What advice do you think Allie might give you about pursuing a dream? How does this fit the theme Barbara E. Barber intended?
2. Make a list of words you would use to describe what Allie is like. Is this a picture of someone you would admire? Why or why not?
3. Suppose you are going to give *Allie's Basketball Dream* an award? What kind of award would you give it? Why?
4. Make a text-to-self, text-to-text, or text-to-world connection. What kinds of connections did you make from this book to your own life, another book or story, or real-life? Why did this book make you think that?
5. What questions do you still have about events from *Allie's Basketball Dream*?
6. What would you do if someone told you that you couldn't do something because of your gender? How would you react and what would you say in response?
7. What sport(s) do you like to play, and what do they mean to you? How are they important in your life? If you don't play a sport(s), what hobbies are you interested in, or what activities do you enjoy? Why do you like them and how do they make you feel?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

1. Use the illustrations in the book to help students identify concrete nouns such as ball, basket, rim, firehouse, dog, skateboard, volleyball, trophy.
2. Read aloud a sentence and have students repeat the sentence after you, pointing to each word as they speak.
3. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
4. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
5. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the plot of the story or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.
6. Have students give a short talk about *Allie's Basketball Dream*.
7. The book contains several content-specific and academic words that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.
8. Link concepts of persistence, such as Allie not giving up, to the student's learning of a new language.



9. Complete frequent checks of understanding.
10. There are many basketball terms used throughout the story. Create a pictorial input chart of a basketball court. As you sketch, talk about each part of the court and label with key vocabulary words. Ask students questions as you talk and sketch. Encourage students afterward to orally read the vocabulary from the chart and replicate the sketch for their own reference. Keep the image up throughout the course of using the book.

Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)
(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. In *Allie's Basketball Dream*, Allie is teased by the boys while she is practicing. They go so far as to say basketball is for boys. How does this make her feel? How would you feel if you were in the same situation? Who could you talk to about what you were feeling and how would you deal with those emotions?
2. Which characters in the book support Allie's dream to be a professional basketball player? Which characters challenge her dream?
3. What gives Allie confidence in her abilities to play basketball when everyone at the court is being negative?

4. Choose an emotion that interests you: happiness, sadness, fear, anxiety, faith, hope, or perseverance. Illustrate or act out what that emotion looks like in *Allie's Basketball Dream*.

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)
(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students pretend they are sports writers for a newspaper. Let each interested student write a feature story about the playground scene in *Allie's Basketball Dream*, being sure to include some of the basketball terms from the book.
2. Have students read *Strong To The Hoop* (https://www.leeandlow.com/books/strong-to-the-hoop/teachers_guide) and then make a chart comparing this book to *Allie's Basketball Dream*. What do both of the main characters have in common? How are they



different? How do the stories differ? How do the illustrations differ? and so on.

3. Have students write some questions they would like to ask the author, Barbara E. Barber, or the illustrator, Darryl Ligan, during an imaginary radio, television, or podcast interview.
4. Invite interested students to write another chapter in Allie's story. Ideas to consider might include: Does Allie improve? How rapidly? How often does she play basketball with her father? Do her friends join her on the court? Is she ever invited to play with the older boys?
5. Have students read another book on girls and sports, such as *Catching the Moon* (<https://www.leeandlow.com/books/catching-the-moon>), *Step Up to the Plate, Maria Singh* (<https://www.leeandlow.com/books/step-up-to-the-plate-maria-singh>), *Get Set! Swim!* (https://www.leeandlow.com/books/get-set-swim/teachers_guide), or *There's No Base Like Home* (<https://www.leeandlow.com/books/there-s-no-base-like-home>), and compare and contrast the stories.
6. Have students conduct more research on gender discrimination in sports. What does gender discrimination look like in other sports, besides basketball? How is gender discrimination evident? Students can show their findings visually, through a poster, in writing, through an essay, or through any other visual presentation format.

Math

(*Mathematical Practice, Domain 1, Make sense of problems and persevere in solving them; Mathematical Practice, Domain 2, Reason abstractly and quantitatively; Mathematical Practice, Domain 4, Model with mathematics; Mathematical Practice, Domain 5, Use appropriate tools strategically; Mathematical Practice, Domain 7, Look for and express regularity in repeated reasoning*)

1. Teach, or have students explain, how a professional basketball game is scored.

Compare this to the scoring in another sport students enjoy, such as baseball or football. Create word problems to address the scores that are appropriate to students' ability level.

2. Have students collect basketball charts and records from newspapers. Teach a mini-lesson on reading charts. Have students make up and answer questions based on the charts.
3. Have students find out the measurements for a regulation basketball court. Then have them draw to scale a diagram of a court.
4. Ask small groups of students to explore how a playground game of four-on-four basketball and a college or professional basketball game are alike and different. Some things they might compare are: number of players on a team, location of games, scoring, rules, how disputes are settled. Encourage each group to use written and graphic representations (charts, posters, graphs, and so on) to present their findings.

Science

(*Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9*)

(*Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge*)

1. You may use this book to teach a mini-lesson on the five senses. Write the senses—sight, sound, taste, smell, and touch—on the chalkboard. Then give the following examples from the book:
 - Sight: Allie looks before she aims.
 - Sound: Allie loves the sound of the basketball on the sidewalk.
 - Taste: Allie tastes the bubblegum from Buddy.
 - Smell: Domino sniffs the basketball.



- Touch: Allie hugs her basketball.
- Challenge students to find other ways that the senses are suggested in the book.

Drama/Art

(Reading Standards, Integration of Knowledge & Ideas, Strands 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Act out some of the basketball terms from the story. You may wish to conduct this activity in the gym or on the playground. Have students work in small groups to dramatize the following:
 - Dribble and bounce.
 - Make a slam dunk.
 - Chase the ball.
 - Shoot a basket
 - Catch the ball
 - Take aim
2. Observe the illustrations by Darryl Ligasan. Draw attention to the different perspectives he uses and the distortions they create. Talk about why an artist might do this. Ask students to figure out where the artist might be sitting to draw some of the scenes. Ask guiding questions such as: Is he looking down on the scene? Is he looking up at the characters? Encourage students to try drawing sports or other pictures from different perspectives.

Home-School Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)
(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students discuss their identities as a family. Students can ask family members what they think it means to be from their family, and what shapes them as individuals. How do they define

themselves? You can also send home copies of *Marisol McDonald Doesn't Match*/*Marisol McDonald no combina* (<https://www.leeandlow.com/books/marisol-mcdonald-doesn-t-match-marisol-mcdonald-no-combina>) and *Black All Around* (<https://www.leeandlow.com/books/black-all-around>) to jumpstart discussions about what identity involves.

2. Have students play basketball with their families. Students can play basketball with their families at a local park or gym and compare their experiences with Allie's from *Allie's Basketball Dream*. They can tell their families about the book and how it relates (or doesn't) to the family's experience.

ABOUT THE AUTHOR

Barbara E. Barber is also the author of Lee & Low's *Saturday At The New You*, a Bank Street College Best Children's Book of the Year selection. Barber has published more than sixty poems and her work has appeared in publications such as *The Writer*, *The New York Daily News*, and the anthology *Lions, Lizards and Ladybugs*. Barber enjoyed playing sports such as basketball, volleyball, and touch football while growing up. She says, "I learned early on that practice makes perfect." Currently Barber lives in New York City with her husband and their son.

ABOUT THE ILLUSTRATOR

Darryl Ligasan has been drawing since his early childhood. Ligasan is a native of the Philippines and now lives in New York City. He works as an illustrator and designer and teaches at New York's School of Visual Arts. He uses a computer, canvas, and paper to create his colorful illustrations. Ligasan is also the illustrator of *Caravan*, published by Lee & Low Books.

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.

ORDERING INFORMATION

On the Web:

www.leeandlow.com/contact/ordering (general order information)

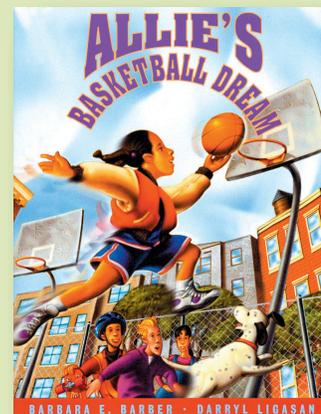
<https://www.leeandlow.com/books/allie-s-basketball-dream> (secure online ordering)

By Phone: 212-779-4400 ext. 25 | **By Fax:** 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

Book Information for

Allie's Basketball Dream



\$9.95, PAPERBACK

9781880000724

*Reading Level: Grades 2–3

Interest Level: Grades 1–4

Guided Reading Level: K

Accelerated Reader® Level/
Points: 2.8/0.5

Lexile™ Measure: 530L

THEMES: Sports, Fathers, Breaking Gender Barriers, African/African American Interest, Empathy/Compassion, Leadership, Dreams & Aspirations, Identity/Self Esteem/Confidence, Overcoming Obstacles, Persistence/Grit, Friendship, Father-Daughter Relationship

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/allie-s-basketball-dream>

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.