

Unit 1/Week 4

Title: Allie's Basketball Dream

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.10; RF.3.3, RF.3.4; W.3.2, W.3.4, W.3.5, W.3.6; SL.3.1, SL.3.2, SL.3.4, SL.3.6; L.3.1, L.3.2, L.3.3, L.3.4, L.3.5, L.3.6

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

Don't let people discourage you from achieving what you set out to do.

Synopsis

Allie has a new basketball. She has a hard time finding someone to play with her because they believe basketball is a boys' game. Allie continues to practice and play, despite their opinions.

2. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
3. 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.)
3. 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

| Text Dependent Questions | Answers |
|---|--|
| Where did Allie get the basketball and why? | Allie's father bought her the basketball because he loves her. They also seem to share a love for basketball that comes out through the story. |
| Cite evidence from the text that tells you that Allie likes the game of basketball. | The author says that Allie really wanted a ball; the picture shows Allie playing basketball; Allie loved the sound the basketball made. |
| What does the word <i>scanned</i> mean in the first sentence on page 107? | The words in the paragraph help me know that <i>scanned</i> tells about how Allie looked at what was happening on the basketball court. The last three sentences give details about the boys Allie sees. So <i>scanned</i> must mean "looked at quickly, to find out something." |
| Describe how the boys respond to Allie. | The boys are being rude and mean; they laugh at her when she misses her shots. |
| | |

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|---|---|
| Why does Allie mumble "boys"? | Allie mumbles "boys" because they were laughing at her when she missed the shot and she is frustrated. |
| What detail does the author include that shows Allie has some basketball skills? | Allie aims and shoots the ball right through the middle of the hula hoop. She also dribbles and passes well. |
| What is Allie's reaction when she hears what Keisha's brother thinks about girls playing basketball? Cite evidence from the text. | Allie does not agree. She tells Keisha that her brother doesn't know what he is talking about. She also talks about her cousin, who is a girl who has won trophies for her skill |
| What does Allie do to let you know she is determined to play basketball and make a basket? | Allie doesn't stop practicing even though she keeps missing, and even after others try to discourage her. |
| How can you tell that Allie is closer to making a shot now? | After Allie missed her first two shots, she made shots through a hula hoop and into a garbage can. Her next shot at the basket hit the backboard and the rim. She is getting closer to making a basket. |
| How does Allie feel when Julio won't play with her? How does the author help readers know Allie's feelings? | Allie is frustrated. The author writes that Allie "heaved a sigh." |
| Why is Allie having a hard time finding someone to play basketball with her? | Allie is not making any shots and the boys keep laughing at her. |
| How does Allie respond to the offer to trade her basketball? | Allie will not trade the ball because it was a gift from her dad. Allie states "Someday I'm going to be the best basketball player ever." |
| Why did Julio and Sheba run to the center of the court? | Julio and Sheba ran to the center of the court because Allie made the shot. |
| How have the attitudes of the boys on the playground changed by the end of the story? | In the beginning, the boys chuckled when Allie missed the shots. When she invited them to play with her they refused. By the end of the story the boys cheered for Allie. |

Vocabulary

| | 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 | Professional | Monitor Trophies Pranced |
| STUDENTS FIGURE OUT THE MEANING sufficient context clues are provided in the text | Aimed | Scanned Whizzed Sigh Exclaimed Chuckle Hesitated Miniature Retrieve Beaming |

Culminating Task

- Re-Read, Think, Discuss, Write

Explain what Allie does throughout the story that makes it possible for her to make the basket.

Answer: Allie keeps practicing shooting the ball at the hoop, the garbage can and the hula hoop. "She lifted her new basketball over her head and aimed. The shot missed. She aimed again. She missed again." "Keisha saw Allie and held the hoop up. Allie aimed her basketball and...Zoom! Right through the middle." "She aimed at an empty trash can. She stepped back a few feet, and took a shot. Thump! In!" "She looked up at the basket, aimed, and shot. The ball struck the backboard, then the rim, and bounded off." "She eyed the basket. She took another shot. The ball circled the rim and fell off." On page 118, "Allie turned toward the basket, and took a long-distance shot. The ball brushed against the backboard, rolled around the rim, and dropped in!"

Additional Tasks

- How did Julio, Sheba and Buddy react to Allie's invitation to play basketball at the beginning of the story? Why did their attitudes change by the end of the story?

Answer: Sheba wasn't interested in playing basketball. She says, "Maybe later, want to jump double-dutch." "Julio laughed and skated away." Buddy snorted and states "Well, some guys think girls shouldn't be playin' basketball." Their attitudes change at the end of the story because Allie makes a basket.

- Nate and Allie each worked to achieve a goal. Describe what each of their goals was and give examples from the stories of what each one of them did to reach them.

Answer: Nate's goal was to solve the case of the missing joke book. He persevered throughout the story by looking in different places. He used the clues that he discovered at the Pancake House, Duncan's house and the Bookstore, until he ultimately found the joke book. Allie's goal was to be a better basketball player. She went to the basketball court and practiced dribbling and shooting, she invited others to play with her. She practiced throwing the ball in the hula hoop and garbage can, and then eventually made the basket.

- The day after Allie's father gave her a basketball was a big day for Allie. Write a diary entry that Allie might have written about her day. Tell about the events from Allie's point of view. Use a chart like this one to organize your ideas.

| Important Event | Details | How Allie feels |
|-----------------|---------|-----------------|
| 1. | | |
| 2. | | |
| 3. | | |

- Fluency

This selection lends itself to Readers Theater whereby students can be assigned character parts. Have two or three students share the part of Allie, each reading one section of the story. Assign the remaining roles. Encourage students to imagine how the characters felt at different times in the story, and to read their parts with expression.