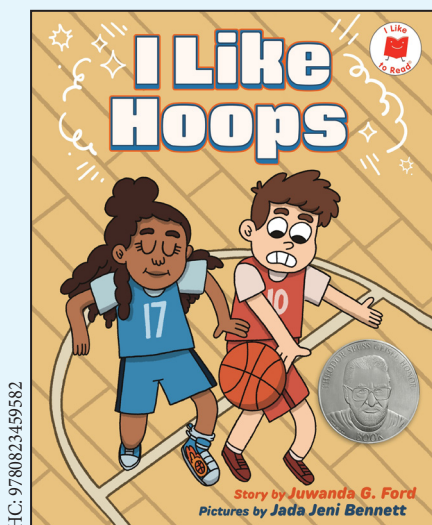


HOLIDAY HOUSE | LESSON PLAN



An **I Like To Read**® Comics Book

I Like Hoops

by **Juwanda G. Ford**

illustrated by **Jada Jeni Bennett**

A **Theodor Seuss Geisel Honor Book**

The game is tied. Can we win?

This book is perfect for kindergarteners and first graders to read on their own. A close game of basketball, played by a diverse group of first and second graders, is full of suspense, joy—and good sportsmanship too! With simple text, kindergarteners and first graders can read this story on their own. Rated level I by educational experts and includes phonics features.

Interest Level: **Preschool–3 / Age: 4–8**

INSTRUCTIONAL STANDARDS

Reading Literature: RL.K.1/RL.1.1, RL.K.2/RL.1.2, RL.K.3/RL.1.3, RL.K.4/RL.1.4, RL.K.5/RL.K.5/RL.1.5, RL.K.6/RL.1.6, RL.K.7/RL.1.7, RL.10/RL.1.10

Reading Foundational Skills: RF.K.1/RF.1.1, RF.K.2/RF.1.2, RF.K.3/RF.1.3, RF.K.4/RF.1.4

Writing: W.K.2/W.1.2, W.K.3/W.1.3, W.K.5/W.1.5, W.K.6/W.1.6, W.1.8

Speaking and Listening: SL.K.1/SL.1.1, SL.K.2/SL.1.2, SL.K.4/SL.1.4, SL.K.6/1.6

Language: L.K.1/L.1.1, L.K.2/L.1.2, L.K.4/L.1.4, L.K.5/L.1.5, L.K.6/L.1.

LEARNING OBJECTIVES

Students will:

- Identify new vocabulary words
- Learn about letter sounds
- Improve reading fluency
- Learn sequences of events
- Actively engage in group reading activities with purpose and understanding
- Ask and answer questions about key details in the story

BEFORE READING [SB1.1][SB2.1]

1. Read the title to the students. Have the students read the title aloud as you point to the words.
 - What does 'hoops' mean?
2. Discuss the cover illustration.
 - Where do you think the story takes place?
 - What are the kids doing? Ask the students if they have ever played basketball and if they like the game. Who wrote the story? Who did the illustrations?
 - Take a picture walk through the book and have a "book talk."
 - What kind of book do you think this is? Real or make-believe? Fiction or nonfiction? Explain. Do you think this story is based on a true story?



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DURING READING

1. Model and encourage conversations about the text.
2. First reading: Teacher reads aloud to the group as the students point to the words as they read.
3. Second reading: Students read softly in unison with the teacher.
4. Third reading: Students read independently and point to the words silently.

Ask and answer questions:

1. How do the illustrations help you understand what is happening in the story? Besides the color of the team's uniform, how do the number score and the time help tell the story?
2. As you read and look at the pictures, check your predictions about the story.
3. Ask focus questions. Invite students to say where they found their answers in the text and read aloud to confirm.
 - Who is this story about? Is it about all the players?
 - What is this story about? How do the different kids feel during the story?
 - Who is having fun in the story? Who is having a hard time?
4. Discuss the meaning of the text.
 - Are there any problems? Do both teams try to win? What happens when they get a basket? Do the team members have to work together? What does 'pass' mean? What does 'home' and 'guest' mean? What does 'period' on the score board tell?
 - What is a foul? What happens if there's a foul?
 - How does the end of the story show kindness, encouragement and good sportsmanship?
5. Ask the students to explain something that they learned about the book from the illustrations that the words did not tell you.

AFTER READING

1. Talk about how there are two teams. How do you know that? How do they work as a team?
2. Sequence the events of the story. Have the students retell the story in their own words.
3. Have students share their favorite parts from the book. Encourage them to listen and respond to each other's thinking. What did you learn about this book besides trying to win a game?
4. Review the parts of a book (front and back covers and title page).
5. Review the vocabulary words by saying them aloud and have the students write them.

ABOUT THE AUTHOR

Juwanda G. Ford is the author of picture books and easy readers, including the bestselling *Together for Kwanzaa*. Juwanda started playing basketball at her neighborhood recreation center in New Orleans, where she was most often the only girl in the game, but also one of the best players. She played college basketball and still enjoys playing pick-up games whenever she can.

ABOUT THE ILLUSTRATOR

Jada Jeni Bennett is a recent graduate of The School of the Art Institute of Chicago where she studied illustration. *I Like Hoops* is her debut picture book. Jada lives in Boston, MA.



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Name: _____

Date: _____

INDEPENDENT WRITING PRACTICE

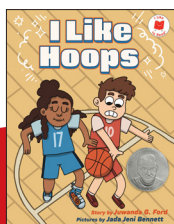
Answer the following questions by writing on the lines below.

COMPREHENSION CHECK

1. Tell who, what, where, when, and why.
2. Was it a close game? Did everyone have fun? Did it change throughout the book?
3. What are some of the names of the kids in the book?

RESEARCH BASKETBALL

1. What are the rules of basketball?
2. How many teams are there?
3. How many periods are there in a game?



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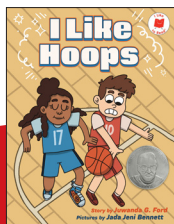
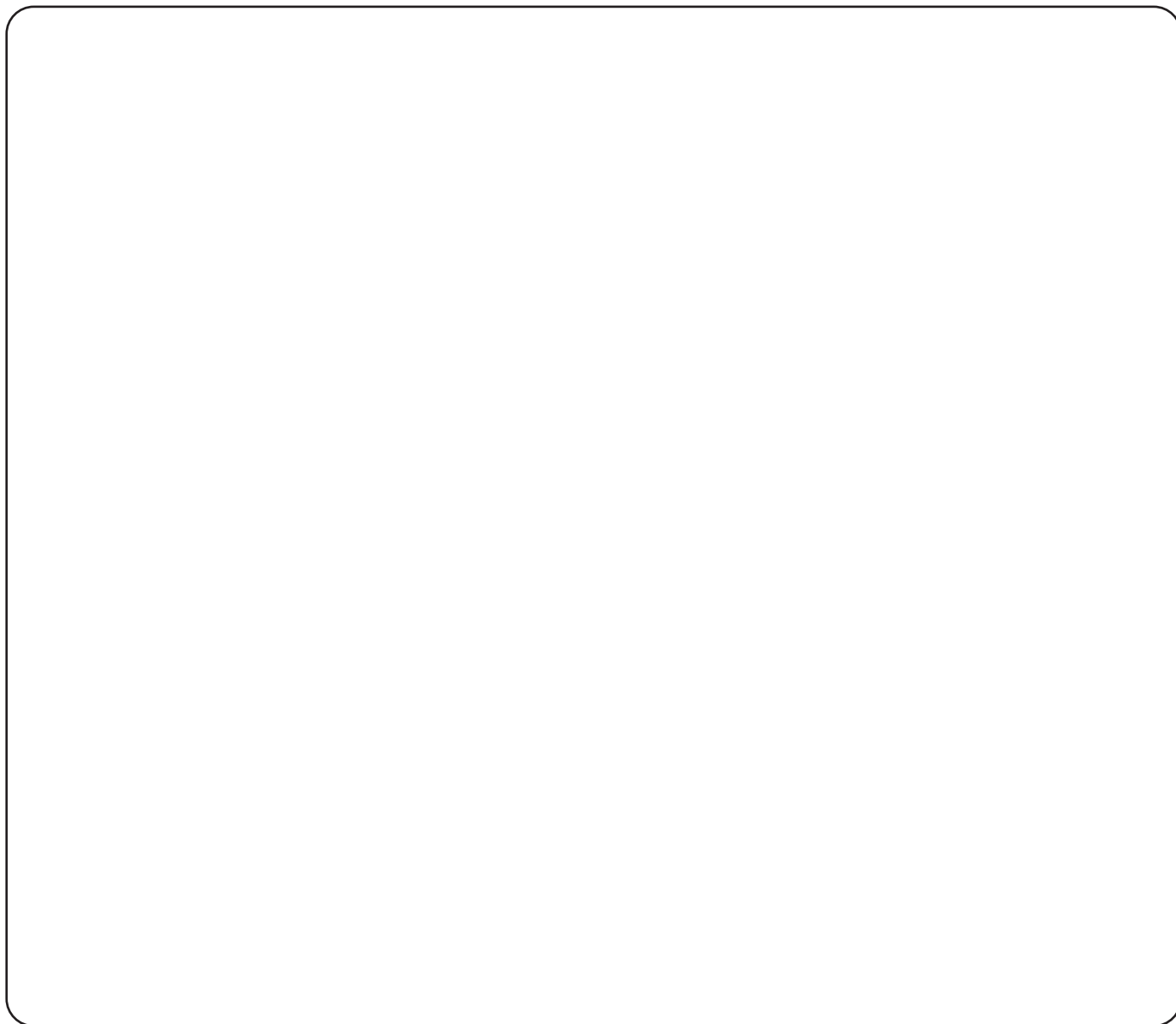
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Name: _____

Date: _____

ART ACTIVITY

1. Do you play basketball or another sport or activity?
Draw a picture and write about why you like it.
2. How do you feel when you win a game? How do you feel when you lose?
Draw a picture and use a speech bubble to show how you feel.



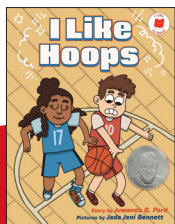
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PLAY A GAME

1. Hand a set of flash cards to each student.
2. Call out a word and have the students find that word in their flash cards and say the word aloud together.
3. Repeat for all the flash cards.



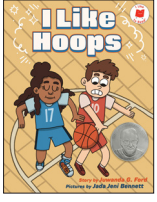
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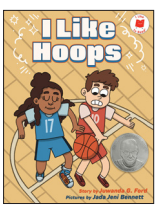
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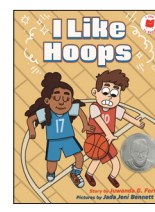
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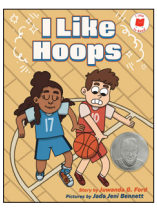
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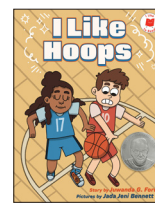
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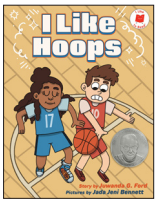
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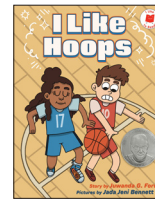
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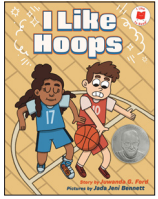
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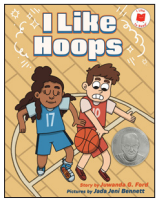
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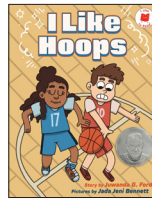
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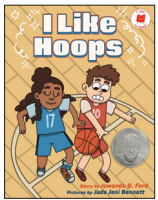
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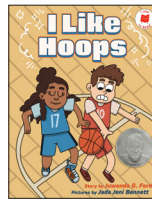
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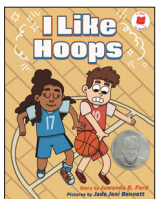
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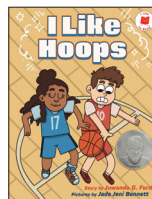
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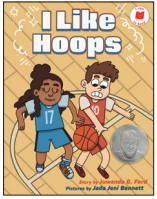
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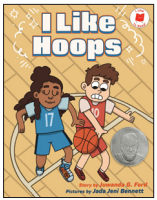
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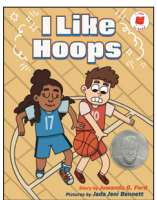
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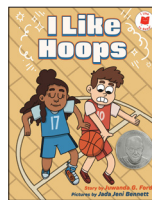
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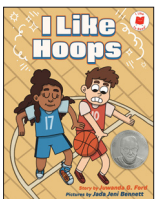
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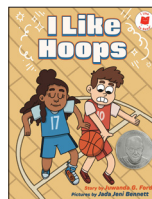
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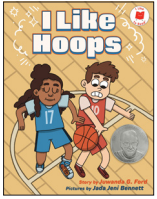
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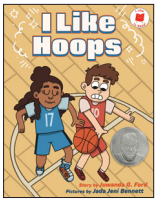
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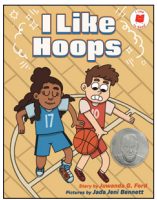
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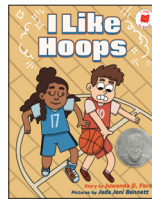
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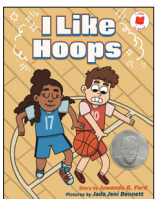
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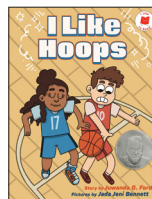
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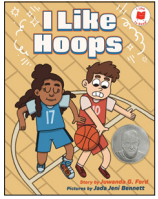
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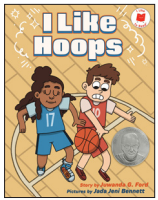
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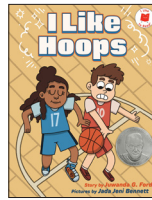
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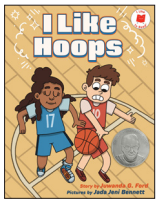
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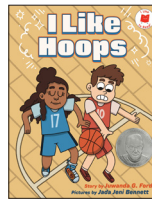
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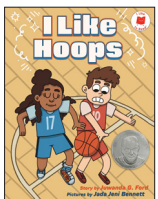
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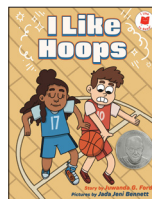
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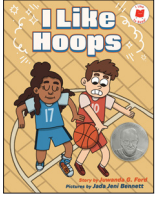


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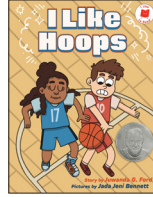
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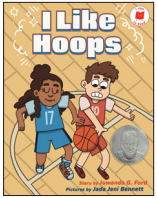
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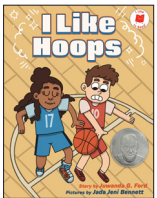
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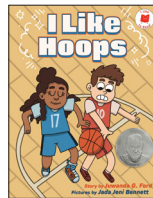
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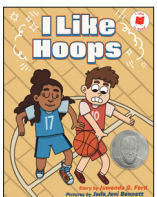
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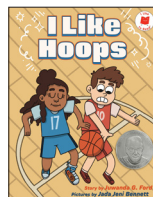
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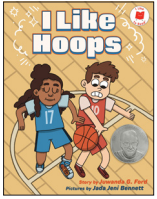
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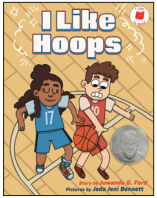
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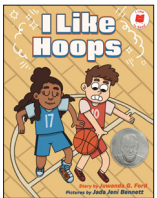
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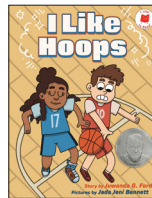
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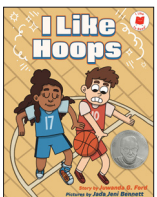
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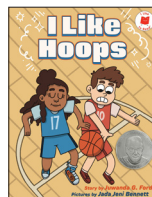
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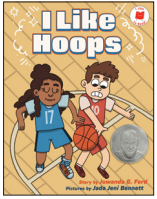
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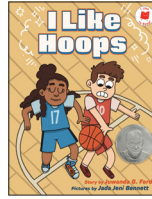


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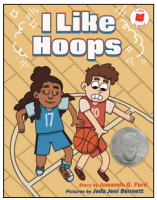
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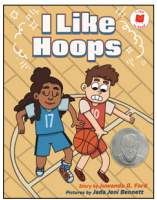
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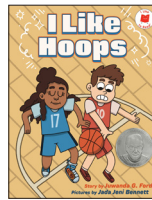
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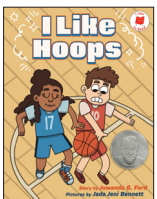
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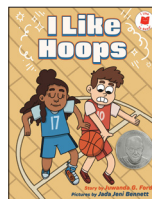
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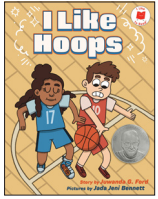
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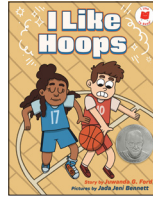


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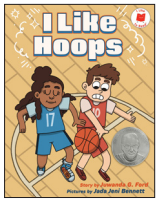
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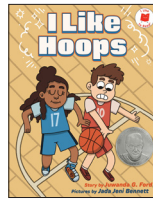
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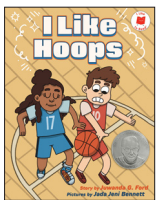
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