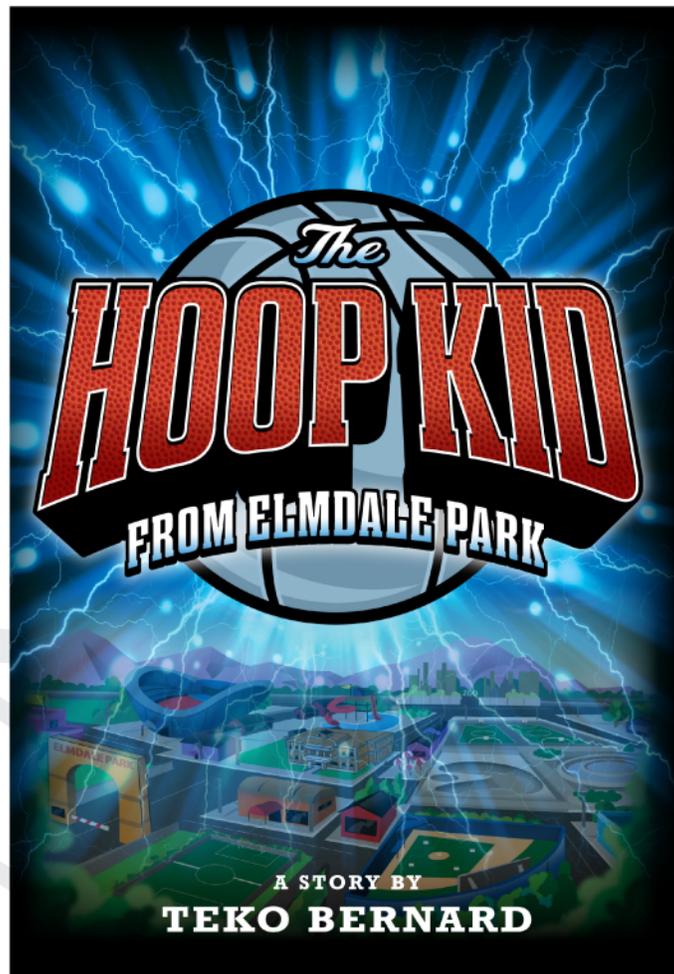




# CLASSROOM GUIDE

FOR EDUCATORS & READERS



Discussion points, activities, and writing prompts to help educators use *The Hoop Kid from Elmdale Park* as a classroom read-aloud or as a selection for independent reading.

Great for book clubs, too!



# The Hoop Kid From Elmdale Park

**Story by Teko Bernard**

Publisher: Tabron Publishing

ISBN Paper: 978-0-9860593-0-8

ISBN Ebook: 978-0986059308

Website: hoopkid.com

**Age Range: 8-12**

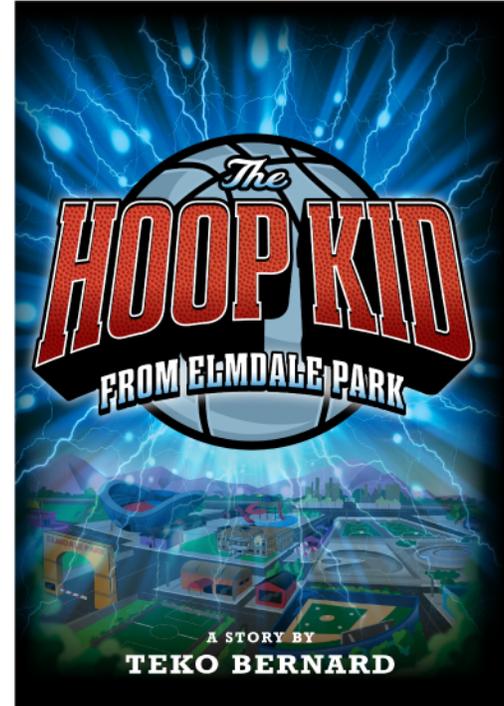
## Curriculum Connections

English Language Arts, Art

## Themes:

Courage, Imagination, Friendship, Family, Teamwork

Humor, Reading, Diversity



## Overview

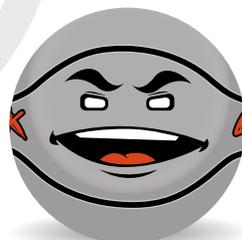
An exciting basketball adventure both boys and girls will love. The Hoop Kid From Elmdale Park depicts that young children can find their inner sports hero and overcome any obstacle by reaching deep within, talking to family, connecting with friends and being aware that they are not alone. Readers will find basketball trivia along with familiar shenanigans that happen on the court. The characters are lively and young readers will relate to them and come to love them. This fast-paced middle-grade read isn't just about sports, it covers crucial topics such as standing up for what's right and utilizing your voice. Parents and teachers can use this story as a tool for opening up dialogue regarding family, friendship, sportsmanship and bullying.

## English Language Arts Lesson Plan

- Reading comprehension and class discussion
- Writing: creative writing, research and write reports, character study, opinion essays

## Objective

Students will read this title independently, participate in a class discussion about the book, and complete individual writing exercises based on the book.





# English Language Art Lesson Plan

## Reading Comprehension: Class Discussion Questions

- In the opening pages of the book, Bernard imagined playing basketball in the NBA. Is imagining something you want to achieve a good thing or bad? Why?
- Bernard loved basketball and wanted to spend the whole summer practicing so he could get better.  
Do the students have something they love to do and practice in order to get better? What is it? How often do you practice?
- Bernard worked and saved his money to buy the G5000 computerized basketball for training. Have the students ever saved their own money to buy something they really wanted? How did they feel after finally buying it?
- In the story the Elmdale Warriors learned to work together and utilize each player's individual strengths to make the whole team better. But Oakdale's team, despite having more talented players, wasn't a good team. What are some qualities you need to be a good team member. Do the students have experiences of being on a successful team in sports or a non-sport activity?
- Ask students if they know the definition of "perseverance" and if not, explain. How does Bernard show perseverance in the book? Have the students shown perseverance to accomplish something?
- Bernard didn't know anyone in Elmdale and needed help finding people for his team. His cousin Maurice helped him by introducing him to some kids around town to form the team. Do the students have an experience where they helped a family member or a family member helped them accomplish a goal.

## Creative Writing

- In the story Bernard buys a G5000, high-tech computerized basketball to help him improve his game. Have the students invent their own futuristic tech gadget or app that would help improve their lives.
- Bernard finds his father's blueprints for the new and improved Elmdale Park renovation. It's a seemingly endless, state-of-the-art mega park like a super-charged Disneyland right in their backyard. Ask the students to think of a few examples of some never before seen rides for the new park e.g. a 'rocket ride' that launches rocket ships which actually fly you around the planet.
- Bernard's new friends each have special interests and talents e.g. Alex is a skateboarder, Eric is a music DJ, Julius is a computer genius and Maurice likes to fix cars. Have the students explain what they all might be doing in the future as a career and their biggest accomplishments.

## Research & Report

- While Bernard was in his Grandpa's museum he learns that the Choctaw Native American's played a special flute as a tradition for good luck before competing in a contest. Have students research and write a report about another Native American or other cultural tradition or practice.
- Julius was being teased for being a computer geek but he didn't care because he understood the more he learned the more valuable he would be in the future. Have students research possible careers for Julius with his knowledge in computer science and programming.



# Sports Interview Activity

Athletes love to be interviewed by the media, and the characters in the Hoop Kid from Elmdale Park do too! Have your students identify the characters they will interview, then write down questions to ask each character about the events in the book and in the games. For example, after reading and discussing the book, your students can interview Bernard, Layla, Alex, Maurice, Eric or Julius.

The interview questions should be appropriate to the character and the action. Then switch roles and create questions to interview members of the opposing team, the Oakdale Bulldogs.

The interviews can be presented to the class as if they are on TV or radio with an introduction such as: “Folks, this is [student’s name], coming to you from a neutral court as the Elmdale Warriors just defeated the Oakdale Bulldogs in Elmdale Summer Jam Basketball Tournament. Let’s talk to the star of the game Bernard . . .”

You’ll need the students to get together in pairs of two, one will ask their questions to the other student and then they will switch so each student gets a chance to ask their own questions while the other student answers them for fun!

## Character Studies

Have students list the main characters in the book and write two sentences about each of them, identifying the character “type”: hero, villain, sidekick, etc., examining what that character contributes to the story.

Which of the characters do students believe is the most fully developed besides Bernard? Why? What makes that character important to the story? What character could have been left out of the story?





# Create a Character

Creating a believable character is part of writing a good narrative. Students will see how important it is to make each character distinct and different, with a clear impression of that character's uniqueness. This lesson will help students understand how to create a character.

## Objectives

- Students will create a character as one feature of expressive writing.

## Materials

- Copies of Create Your Character Worksheet
- Pencil or Pen

## Direct Instruction

- Ask the student to create their own character by using the Create Your Character worksheet.

## Extended Learning Activities

- Students can add their character to story and write an alternative ending.
- Students can draw an illustration of the character they have created.
- Students create other characters that relate to the first character they created.

# Art Activities

In the story, to help boost team spirit, Bernard's Mom decides to have new team uniforms made for the Warriors. Have your students design their own version of the Elmdale Warriors (1) uniforms and (2) team logo. Have them add their own style of numbers, letters, colors and design elements to create something really cool! This is their chance to stretch their imagination, be creative and have fun!

## Materials needed for each student

- Pencil
- Eraser
- Colored Pencils or
- Markers



# Create a Character (Part 1)

Name & age of your character:

What are his/her favorites and least favorites and why?

	<b>Favorite</b>	<b>Least Favorite</b>	<b>Why?</b>
<b>Food</b>			
<b>Relative</b>			
<b>Famous Person</b>			
<b>Hobby/leisure activity</b>			
<b>Sport</b>			
<b>People</b>			
<b>Book</b>			
<b>School Subject</b>			
<b>Type of Clothes</b>			



## Create a Character (Part 2)

Where does this person live? (city, country, ranch, apartment building, castle, villa, boarding house, homeless, army camp, jungle, near an ocean)

How many brothers/sisters does your character have? Who does this person live with?

What is the one thing your character wants more than anything else? Why? What has he/she already done to try to obtain it? What will he/she try in the future?

When he/she was little, what was the most important thing that happened to your character?

What was his/her favorite toy?

What is this person's most irritating habit? Why?

What is unique about him/her?

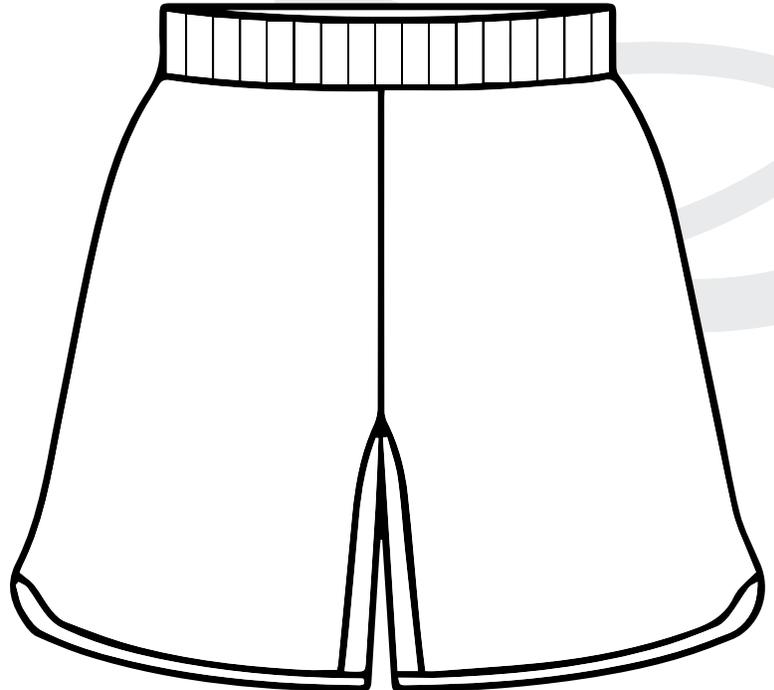
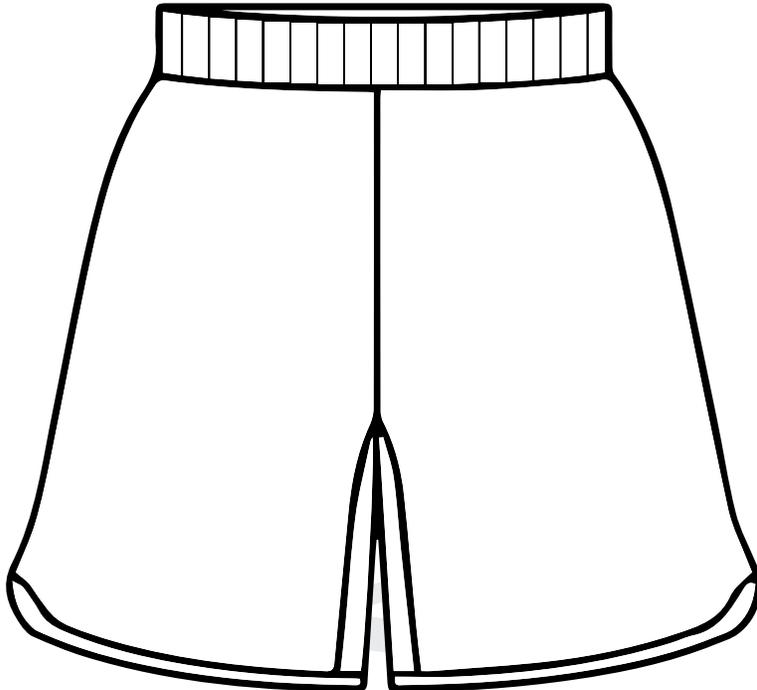
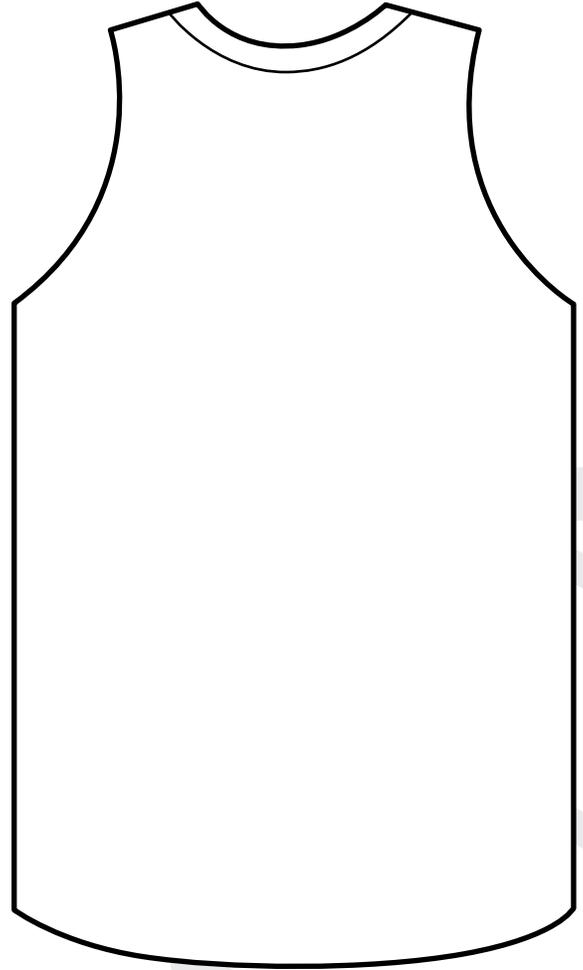
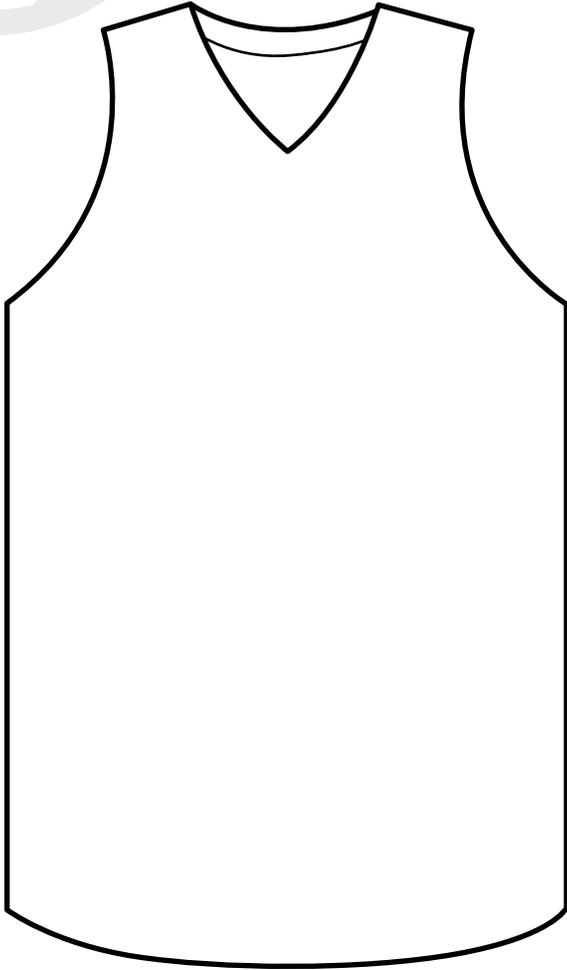
What are his/her secrets?

What are his/her dreams?

Who is your character's enemy?

# Art Activity #1

UNIFORM DESIGN



# Art Activity #2

LOGO DESIGN



Blank space for logo design idea #1.

IDEA#1

Blank space for logo design idea #2.

IDEA#2

Blank space for logo design idea #3.

IDEA#3

Blank space for logo design idea #4.

IDEA#4