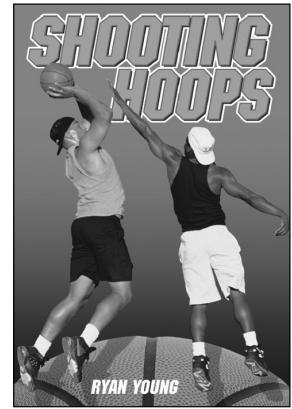


# Shooting Hoops

by Ryan Young



## Book Summary

It may only involve a ball and a basket, but it is one of the most popular games in the world. This text explores the history of basketball and how it has grown from a high school sport into a multibillion dollar industry.

## Features of the Book

- Report with explanations
- Historical information
- Evidence of discrimination in sport

## Purpose

*Shooting Hoops* can be used to introduce and reinforce the following skills and understandings:

- S** making connections;
- S** making and checking predictions;
- S** making inferences;
- S** exploring how prejudice has greatly limited the ability of some groups to participate fully in society;
- S** examining the idea that core values, such as fairness and equality, are integral to sports;
- S** recognising that many sports contribute greatly to the country's economy.

## Investigation Tools

- What's the Background? – Women in Sports, pages 8–9
- Making Connections – Baseball, page 14
- Step by Step – The Jump Shot, page 16
- Looking Closer – The Court, pages 18–19
- Weighing Both Sides – Becoming Professional, pages 22–23
- Digging Deeper – Basketball Jargon, pages 28–29

## The Guided Reading Lesson

- S** Making connections
- S** Making and checking predictions
- S** Making inferences
- S** Exploring how prejudice has greatly limited the ability of some groups to participate fully in society
- S** Examining the idea that core values, such as fairness and equality, are integral to sports

## Introducing the text

Check the students' knowledge of basketball. This may range from very little to a very extensive knowledge. You may need to tailor the lesson to take into account the different levels of prior knowledge.

Discuss the cover and contents page.

- *This book is obviously about basketball. What do you think it will cover?*
- *Does it look like a guide to playing basketball? Why/why not?*
- *Looking at the contents, what predictions can you make about the information? What famous issues or moments in basketball do you know? Do you think they will be in this book?*
- *As you read, check what you thought would be in the book against what you actually find.*

Tell the students that the purpose of this lesson is to practise combining the strategies of making predictions, connections, and inferences. Explain that readers do different things to make meaning – these are three reading strategies that often work well together.

## Reading and discussing the text

Read the introduction aloud as the students follow along.

- *How does this fit with what you've experienced?*
- *What do you know about the beginnings of basketball?*

The students can read Chapter 1, thinking about the connections, predictions, and inferences. If necessary, model this using one of the examples below.

- *Why did Naismith make the rule that players couldn't run with the ball? (playing in a confined space, would help improve agility and skills)*
- *Why did he have the baskets placed 3 metres above the floor? (a challenge for throwing rather than kicking, players need to use more skill)*
- *What changes occurred during the early years of basketball? Why were these changes made? How did they improve the game?*
- *How does the history of basketball for women compare with the history for men?*

Encourage the students to see that in thinking in these ways, they are drawing on what they read, what they already know, and how they use this information.

The students can read the rest of the book independently. Use the following questions to encourage them to think about the strategies.

- *How important was the civil rights movement to basketball? How did you figure that out? (Students will need to use what they know about today's players with what they read in the text to infer that the game would look very different.)*
- *How have new moves and rules made the game more challenging and more interesting? What strategies did you use to think about this? (Students will need to use the text along with what they know to infer that the game now requires greater agility and speed. They can infer that spectators find a fast, action-packed game more interesting than a slower one.)*
- *How has television coverage changed over time? What can you infer about the way television has made the game more popular?*
- *Were your predictions right? Which ones did you have to change?*
- *If you wanted to know how to play basketball, would this book have helped? Why/why not?*
- *Where could you find information on the rules, the positions, and the moves in basketball?*

## Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

### **S** Exploring how prejudice has greatly limited the ability of some groups to participate fully in society

The students can reread Chapter 2 and make a timeline that compares the development of basketball with the growth of the civil rights movement. They could use extra resources and write an essay about the impact of the civil rights movement on sports in the United States.

### **S** Making connections

The students can reread the information on pages 28 to 29. They can then explore the terms used in other sports, for example, baseball, hockey, or rugby.

### **S** Making inferences

 The students can use the blackline master to record places where they made inferences. To do this, they will need to think about what they already know, what the words in the text tell them, and how they combine this information to make an inference.