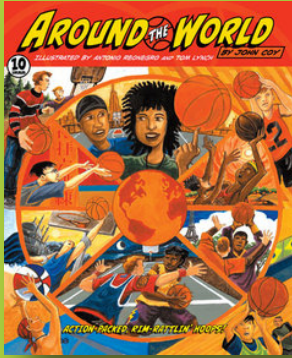


TEACHER'S GUIDE



LEE & LOW BOOKS

Around the World

written by John Coy

illustrated by Antonio Reonegro and Tom Lynch

About the Book

Genre: Graphic Novel/Comic, Fantasy

***Reading Level:** Grades 3–4

Interest Level: Grades 3–8

Guided Reading Level: P

Accelerated Reader® Level/Points: 2.8/0.5

Lexile™ Measure: GN500L

*Reading level based on the Spache Readability Formula

Themes: Sports (Basketball), Responsibility, Games, Cultural Diversity, Collaboration and Teamwork, Competition, Determination, Travel, Fantasy, Friendship, Geography, Time Zones

SYNOPSIS

A fantastic journey around the world is about to begin. Starting in downtown New York and traveling to Australia, China, Turkey, Serbia, Nigeria, France, Brazil, Canada, Puerto Rico, and back to New York again, kids play their hearts out in a grueling, winner-take-all, pick-up basketball game. Full court passes in a gym in Shanghai are effortlessly picked off in Istanbul with a turn of the page. Thwack! Readers will challenge themselves to keep pace with these young players while taking in the sights of the Eiffel Tower and other landmarks that frame the action in each city.

John Coy, author of the award-winning *Strong to the Hoop*, draws once more from his bottomless knowledge of basketball to bring readers the grit, sweat, and realistic “hoop-speak” that passes between players who know and love the game. Packed full of comic book style action and locales from all over the globe.

Awards and honors include:

- 2005 Junior Library Guild Selection



BACKGROUND

Basketball: Traditional basketball is played five-against-five. Shots made from inside the arc-shaped three-point line are worth two points and shots made from outside are worth three points. The ball is moved around the court by passing or dribbling. Players try to block (“screen”) members of the opposing team to prevent them from receiving a pass or taking a shot. If a player makes any kind of physical contact that is against the rules (e.g., hitting, pushing), the other team may take two free throws (or just one if the first shot goes in.) More extensive information about fouls, violations and other specifics of basketball rules can be found here (<https://www.breakthroughbasketball.com/basics/basics.html>).

Pick-up basketball is a popular pastime at parks, gyms, schools etc. Number of players, procedures and rules vary. This site describes an informal survey about how pick-up basketball enthusiasts pick teams, keep score and determine winners in different locations (<http://www.sbnation.com/lookit/2015/4/7/8353509/what-are-the-rules-of-pick-up-basketball-survey>).

Playing “Around the World” (Summarized from the Author’s Note): You’ll need a hoop, a basketball and another player. The object of the game is to make a basket at each of 8 spots around the world (the “paint” and free throw line) and back again. Shoot the ball from Spot 1, also called home. If you make the basket, move to Spot 2. If you miss, you can “chance it” and shoot again. If you make your second shot, move to Spot 3. If you miss, it’s the other player’s turn. Keep advancing as long as you make your shots. If you miss your first shot from any spot, you can play it safe and wait for your next turn. Or you can “chance it” and shoot again. If you miss your second shot, go all the way back to the beginning, Spot 1. (See a diagram of spots at the end of the book.)

International Basketball: The International Basketball Federation, commonly known as FIBA, was founded in 1932 to oversee professional basketball in eight countries (<http://www.fiba.com/>). It now involves 213 countries and oversees the FIBA Men’s’ and Women’s’ Basketball World Cups and Olympic Basketball Tournaments. FIBA estimates there are over 450 million basketball players worldwide and that it is the world’s second most popular team sport (after soccer.)

Additional titles to teach about sports and athletes

Allie’s Basketball Dream written by Barbara E. Barber and illustrated by Darryl Liganan
<https://www.leeandlow.com/books/allie-s-basketball-dream>

¡Beisbol! Latino Baseball Pioneers and Legends written and photographed by Jonah Winter
<https://www.leeandlow.com/books/beisbol-latino-baseball-pioneers-and-legends>

Catching the Moon: The Story of a Young Girl’s Baseball Dream written by Crystal Hubbard and illustrated by Randy DuBurke
<https://www.leeandlow.com/books/catching-the-moon>

Jim Thorpe’s Bright Path written by Joseph Bruchac, illustrated by S. D. Nelson
<https://www.leeandlow.com/books/jim-thorpe-s-bright-path>

Louis Sockalexis: Native American Baseball Pioneer written by Bill Wise, illustrated by Bill Farnsworth
<https://www.leeandlow.com/books/louis-sockalexis>

Sixteen Years in Sixteen Seconds: The Sammy Lee Story written by Paula Yoo, illustrated by Dom Lee
<https://www.leeandlow.com/books/sixteen-years-in-sixteen-seconds>

The Last Black King of the Kentucky Derby written by Crystal Hubbard, illustrated by Robert McGuire
<https://www.leeandlow.com/books/the-last-black-king-of-the-kentucky-derby>

Silent Star: The Story of Deaf Major Leaguer William Hoy written by Bill Wise, illustrated by Adam Gustavson
<https://www.leeandlow.com/books/silent-star>

Game, Set, Match, Champion Arthur Ashe written by Crystal Hubbard, illustrated by Kevin Belford
<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe>



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. Encourage a variety of strategies to support students' vocabulary acquisition: 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, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

screen, passes, dribbles, shoots, defense, break, fakes, wraps, lay-up, court, arc, rebound, foul, full-court, drives, baseline, fakes, post, out of bounds, tied, wide open

Academic

bursts, collapse, hesitation, rushes, jabs, glides, yanks, soars, swats, mutters, streaks, sharply, soaks, flicks, silhouetted, whips, slaps, humid, jets, sprints, whacked, establishes, position, swarms, aims, snatches, delivers

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strands 4 and 5 and Integration of Knowledge & Ideas, Strand 7)

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 ever see people playing basketball? Where? What are some examples of indoor and outdoor places to play basketball? Do you like to play basketball?
2. What's the object of basketball? What are some of the rules?
3. Show students a globe. What does it mean to go "around the world?" Show students a picture of a basketball court. What does "Around the World" mean in basketball?

Exploring the Book

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

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?

Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, world map, author and illustrators' dedications, glossary and game directions. Study a sample page of illustrations and text. Point out the graphic novel/comic format and the different types of text (speech bubbles, yellow text boxes, regular text and word art.)

Setting a Purpose for Reading

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

Have students read to find out:

- how "Around the World" can be both a basketball game and an interesting journey
- how people in many different places play, enjoy, and talk about basketball
- how to use the features of a graphic novel to make sense of the story

Encourage students to consider why the author, John Coy, would want to share this story with young people. Also encourage students to consider why the author, John Coy, and illustrators, Antonio Reonegro



and Tom Lynch, would present the story as a comic/graphic novel format.

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. What are Jamal and Tamika doing? Where are they? Who do they meet? What does Shawn ask them?
2. How does Luc score? What does each person say during this part? What other information does the author provide?
3. What does Wang do? Where does this game take place? Who scores?
4. Where do Hedo and Mehmet play? What time of day is it? Why does Mehmet play at a different hoop?
5. How does Aleksander score? Who helps?
6. What does Michael do? What happens next?
7. Describe how the ball ends up back with Jerome.
8. What happens to Leandro?
9. Why do the players in Canada start to argue? How do they solve their disagreement?
10. How does the Puerto Rican game become tied?
11. Who wins the game in New York? How?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does it mean to “feel eyes sizing you up?” How might that feel? How does Tamika play once the game gets going? What do you think the other players think of her then?
2. Why is it nighttime in Perth even though “at that moment” it is morning in New York? What’s the same about this game as Tamika and Jamal’s? What’s different?
3. Why do you think Mehmet comes to the courts even though he can’t play?
4. How do you think the basketball looks, sounds and feels different in a gym than it does on an outside court?
5. What’s the weather like in Lagos, Nigeria? What time of day do you think it is?
6. Why does someone say, “This guy is good?”
7. What does “payback” mean?
8. What would be different about playing basketball at the beach than at a gym or park?
9. What do Tamika and Jamal decide to do while they wait for their next turn to play? Compare the illustration on this page with the one on the dedication page.
10. How were the players in all locations similar? How did the author make each group distinctive?

Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1 and 2 and Production & Distribution of Writing, Strands 4–6)
(Speaking & Listening Standards, Comprehension & Collaboration, Strand 1 and Presentation of Knowledge & Ideas, Strands 4 and 6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. **Suggest that students respond in reader’s response journals, essays, or oral discussion.** You may also want to set aside time for students to share and discuss their written work.



“This title helps fill the need for books about kids from different countries, with particular appeal to fans of comics or basketball or both.”

–*School Library Journal*

“Opening and closing with Tanika and Jamal shooting “Around the World” on a playground in New York, Coy gives the speed, the physicality and especially the international scope of the game a real slam dunk.”–*Kirkus Reviews*

“As the action continues, the athletes change but the game continues, offering a glimpse at the universality of sports.”

–*Parent: Wise Austin*

1. When players get together to start their own game, who makes the rules? What’s different than if you’re playing on a formal team? How are disagreements solved? Give examples from the story and your own life.
2. In this interview, author John Coy says, “Readers will decide what they want to take away” from his books (<http://www.johncoy.com/pages/picbooks/atw/interview.html>). What did you take away from *Around the World*?
3. What can you learn about life from playing sports? Give examples from this book and your own life.
4. In this interview, author John Coy says, “Playing basketball on different courts in different parts of the world was a thrill (<http://www.johncoy.com/pages/picbooks/atw/interview.html>). Even when I didn’t know the language where I was playing, the language of basketball would be clear.” What does he mean? Describe how the “language” of a sport or other activity you enjoy could be understood across different cultures.
5. How does a graphic novel format make a book interesting for readers? What did you like (or dislike) about the format of this book? Write your response conventionally and/or present your response as a page from a graphic novel.

ELL/ESL 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*)

These strategies might be helpful to use with students who are English Language Learners.

1. Prior to reading this book, play a game of basketball with students. Use and explain some of the basketball-specific language in the book as a preview. Additionally, draw and label basketball court and different positions on the court for students. Consider showing a few video clips of basketball for students to see teamwork in action
2. 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.
3. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
4. 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.



5. Have students give a short talk about basketball, or another preferred sport or activity.
6. 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.

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 and 5, and Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types and Purposes, Strand 3 and Production and Distribution of Writing, Strand 4)

(Language Standards, Vocabulary Acquisition and Use, Strand 6)

1. Have a group of students prepare a Readers' Theater version of the book for the class. Have three students to be "players" and number the speech bubbles with sticky notes to denote their parts on each spread. Have several students share the task of narrating the regular text, yellow text boxes and sound effects in the style of a sports announcer.
2. Revisit the text with the specific purpose of studying the techniques the author uses to connect the games in different locations. Discuss

how several techniques could be applicable to students' own (non-basketball) writing (e.g., Using phrases like "At that moment" or "Back in _____," identifying a new time of day as a transition, etc.) Encourage students to try out these techniques in their own writing.

3. Have a group of interested students create a list of basketball terms and definitions. Have them teach the words to the class to support comprehension of the text.
4. Revisit the text with a specific focus on the verbs the author uses to bring the players' actions to life. Create a list of interesting verbs, act them out and encourage students to use precise verbs in their own writing.
5. Read the directions for Around the World at the back of the book as an example of a "How To" text. Have students try out the game in small groups. Encourage students to design their own "How To" text to teach their classmates an activity (sport, craft, recipe, etc.).
6. Choose several pages of the text to study and chart observations about the graphic novel format. Have your class experiment with writing a short story in a similar format.
7. Ask students to discuss with partners what they imagine people doing all over the world (a sport, activity, daily task, celebration, etc.) Have them write, draw, or create a short skit about their ideas.
8. Read other books about basketball, such as *Strong to the Hoop* (<https://www.leeandlow.com/books/strong-to-the-hoop>), also by John Coy, and *Allie's Basketball Dream* (<https://www.leeandlow.com/books/allie-s-basketball-dream>). Discuss common themes and how the sport of basketball connects and inspires the characters in each book.

Social Studies/Geography

(Reading Standards, Integration of Knowledge and Ideas, Strand 7)

(Writing Standards, Research to Build and Present Knowledge, Strands 7–9)

1. Mark the locations described in the story on a world map that includes time zones. Choose a starting time for the scene set in New York (e.g. 8 AM)



and determine the corresponding times in each location. Or, enter each city into a World Clock (or similar) application and ask students to use the times given to deduce how to fill in a blank map of the world's time zones.

2. Show students the author's "Hoops Around the World" photo gallery (<http://www.johncoy.com/pages/picbooks/atw/hoopsatw.html>). Discuss how each photograph gives information about its location. Have your students add to the gallery by taking photographs of their own or searching online. Or, have them compile a photo collection of a different item around the world (or "around town") that fits their interests and/or your curriculum.
3. Have students read about the basketball-related organizations author John Coy describes on his website (<http://www.johncoy.com/pages/picbooks/atw/links.html>) such as Basketball Without Borders (<http://global.nba.com/basketball-without-borders/>) and the NBA's Read to Achieve program (http://www.nba.com/features/rta_index.html). Ask students to discuss what kinds of helpful organizations they'd start related to their favorite activities if they had the means.
4. Have interested students research basketball leagues in the different countries from book. (The FIBA website is a good starting place: <http://www.fiba.com/>.) Or, have students research the home countries of their favorite international NBA players (The NBA Website is a good starting place: <http://www.nba.com/players>.)

2. Ask family or community members to share information about sports popular in their home cultures with your class.
3. Encourage students to try to play "around the world" at home with their families, including siblings. Back in class, have students reflect on what they liked about the activity and what they found challenging.

School–Home Connection

*(Reading Standards, Integration of Knowledge and Ideas, Strand 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strand 1)*

1. Have students interview a family member about where s/he would travel if given the chance to go "around the world." Have them mark places on a map and note the interviewee's reason for wanting to visit. Compile responses at school on a map or globe to plan a route for a giant "around the world" expedition.



ABOUT THE AUTHOR

John Coy is the author of several award-winning books for children, including *Strong to the Hoop*, an ALA Notable Book and *Night Driving*, named one of the Best Books of 1996 by *The New York Times*. *Around the World* was inspired by Coy's lifelong passion for basketball. Mr. Coy teaches writing to children and has developed an innovative class that combines basketball and poetry. He and his family live in St. Paul, Minnesota. Find him online at <http://www.johncoy.com/index.html>.

ABOUT THE ILLUSTRATORS

Antonio Reonegro is the co-owner of HAVOC and Media Design, an art and design company. He received his BFA from Pratt Institute in Brooklyn, New York, and later studied at the Passalacqua School of Art and Design. He lives in Staten Island, New York, with his wife and their two children. This is his first illustrated book for young readers.

Tom Lynch is the co-owner of HAVOC and Media Design, an art and design company. He was praised by *The New York Times* as a "genius in his chosen medium" for the collage illustrations in his first book, *Fables from Aesop*. Lynch attended Parsons School of Design in New York City and also studied at the Passalacqua School of Art and Design. He lives with his wife and their three children in Staten Island, New York.

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/around-the-world> (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 *Around the World*



\$10.95, PAPERBACK

978-1-62014-224-0

32 pages, 9 X 11

*Reading Level: Grades 3–4

*Reading level based on the Spache Readability Formula

Interest Level: Grades 3–8

Guided Reading Level: P

Accelerated Reader® Level/Points:
2.8/0.5

Lexile™ Measure: GN500L

THEMES: Sports (Basketball), Responsibility, Games, Cultural Diversity, Collaboration and Teamwork, Competition, Determination, Travel, Fantasy, Friendship, Geography, Time Zones

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/around-the-world>

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