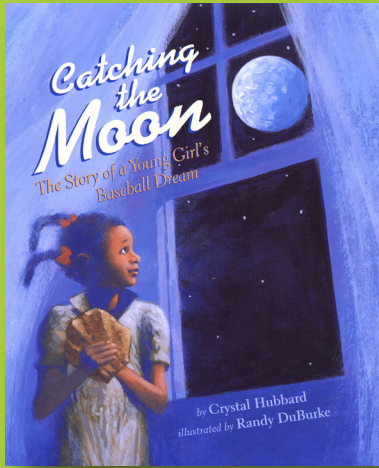


TEACHER'S GUIDE



LEE & LOW BOOKS

Catching the Moon: The Story of a Young Girl's Baseball Dream

written by Crystal Hubbard, illustrated by Randy DuBurke

About the Book

Genre: Realistic Fiction

*Reading Level: Grades 3–4

Interest Level: Grades 1–5

Guided Reading Level: R

Accelerated Reader® Level/
Points: 4.3/0.5

Lexile™ Measure: AD640L

*Reading level based on the
Spache Readability Formula

Themes: Nonfiction,
Sports, Identity/Self Esteem/
Confidence, Friendship, Dreams
& Aspirations, Discrimination,
Breaking Gender Barriers,
African/African American
Interest, Biography/Memoir,
Poverty, Sports History,
Childhood Experiences
and Memories, Optimism/
Enthusiasm, Overcoming
Obstacles, Persistence/Grit,
Women's History, Achieving
Goals/Determination

SYNOPSIS

If there was anything in the world better than playing baseball, Marcenia Lyle didn't know what it was. As a young girl in the 1930s, she chased down fly balls and stole bases, and dreamed of one day playing professional ball.

With spirit, spunk, and a great passion for the sport, Marcenia struggled to overcome the objections of family, friends, and coaches, who felt a girl had no place in the field. When she finally won a position in a baseball summer camp sponsored by the St. Louis Cardinals, Marcenia was on her way to catching her dream.

Full of warmth and youthful energy, *Catching the Moon: The Story of a Young Girl's Baseball Dream* is the story of the girl who grew up to become the first woman to play for an all-male professional baseball team. Readers everywhere will be inspired by her courage to dream and determination to succeed.

Catching the Moon: The Story of a Young Girl's Baseball Dream awards/honors include the Best Children's Books of the Year, Bank Street College; Storytelling World Award honor; Amelia Bloomer Project, Feminist Task Force of the Social Responsibilities Round Table of the American Library Association; and Florida State Award Masterlist, Florida Reading Association.



BACKGROUND

Afterword

“Marcenia Lyle never lost her passion for baseball or her dream of playing professionally. In 1937, at the age of sixteen, she began her career as a pitcher with the Twin Cities Colored Giants. From there she moved on to semiprofessional and minor league Negro teams, including the San Francisco Sea Lions and the New Orleans Creoles. As Marcelina’s playing career took off, she changed her name to Toni Stone. The name Marcenia “was just too cute for baseball,” she said.

In 1953, when she was thirty-two years old, Toni’s dream of playing professional baseball came true. She signed to play second base for the Negro League Indianapolis Clowns, filling the position vacated by Hank Aaron’s move to the Major Leagues. This made Toni the first female member of an all-male professional baseball team. One of the highlights of her career came that same year in an Easter Sunday game in Omaha, Nebraska. Toni Stone was the only player that day to get a hit off Satchel Paige, one of the best pitchers in the history of the sport.

No matter how hard she worked to prove she belonged, Toni always felt like the outsider—the woman playing a “man’s game.” “I just loved the game,” she once said. “But they weren’t ready for me. So many of them thought it was a disgrace to play with a girl. But my heart was set. And I kept at it. You gotta keep trying.”

Toni finished her professional career with the Kansas City Monarchs, retiring after the 1954 season. She settled into married life with her husband, Colonel Aurelious Pescia Alberga, and continued to play recreational baseball until she was sixty-two years old.

Marcenia “Toni Stone” Lyle Alberga died on November 2, 1996, at the age of seventy-five. She had no children of her own, but today girls and boys play on a field named after her at the Dunning playground in St. Paul, Minnesota. Toni Stone was inducted into the Women’s Sports Hall of Fame and is honored in the Women in Baseball exhibit and

the Negro Leagues section in the National Baseball Hall of Fame in Cooperstown, New York.” – Crystal Hubbard

Additional LEE & LOW Sports Biographies:

Game, Set, Match Tennis Champion Arthur

Ashe written by Crystal Hubbard, illustrated by Kevin Belford

<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe>

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>

Jim Thorpe’s Bright Path written by Joseph

Bruchac, illustrated by Hector S.D. Nelson

<https://www.leeandlow.com/books/jim-thorpe-s-bright-path>

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>

Surfer of the Century: The Life of Duke

Kahanamoku written by Ellie Crowe, illustrated by Richard Waldrep

<https://www.leeandlow.com/books/surfer-of-the-century>



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. The following words from the book have special meanings in basketball.

Content Specific

baseball, tagged, runners, victory, mound, pennant, World Series, grounders, runs, glove, cleats

Academic

crouched, sting, sighed, dismayed, mending, slammed, huddled, scooped, slid, disappointment, launched, tomboy, snap, mustered, snared, bolted, pumped, planted, mustered, punched, lingered, generosity

BEFORE READING

Prereading Focus Questions

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

1. What sport or other activity do you like to play or do the most? Why do you like it? What is the best part about playing that sport or doing that activity?
2. What is the difference between amateur sports and professional sports? Give an example from your favorite sport or a sport you know something about. How is that difference important?
3. Have you ever tried to convince an adult that you should be allowed to do something? What did you do? How successful were you in persuading the adult?
4. What do you know about baseball? Why do you think the rules about playing this game have changed over time?
5. What do you think about gender differences in sports? What kinds of things do you hear, typically about girls in sports? Why do you think you hear those things?

Exploring the Book

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

1. Talk about the title of the book, *Catching the Moon: The Story of a Young Girl Baseball's Dream*. 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?
2. Take students on a book walk and draw attention to the following parts of the book: front and back covers, title page, author and illustrators' dedications, illustrations, and afterword. Plan to share the afterword with students when they finish reading the book.



Setting a Purpose for Reading

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

Have students read to find out:

- what the title could mean
- how Marcenia’s baseball dream comes true
- what problems Marcenia encounters in seeking her dream
- how gender discrimination affected Marcenia in baseball
- Crystal Hubbard’s message for readers about dedication and persistence

Encourage students to consider why the author, Crystal Hubbard, would want to share this story about Marcenia Lyle with young people.

The students can also write one or two questions of their own that they think the story might answer.

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 did Marcenia love about baseball?
2. What was Marcenia’s dream? How did her passion for baseball affect the other things in her life?
3. What did Marcenia wear to play baseball?
4. What did Marcenia’s mother and father say in response to her passion for baseball?

5. Where did Marcenia and the boys play baseball?
6. Who was Mr. Gabby Street? Why were the boys excited about his appearance in town?
7. Why did the boys come to Marcenia’s defense when Mr. Street said he didn’t have girls in his camp?
8. What memory helped Marcenia form a plan to change Mr. Street’s mind?
9. How did Marcenia try to show Mr. Street that she would be a good candidate for his camp?
10. When Marcenia got tired of Mr. Street’s refusal, what big chance did she take that finally changed his mind?
11. What did Mr. Street say Gabby needed to attend the baseball camp? What did he give her?
12. What were some of the baseball plays Marcenia made in the story?
13. When Marcenia told her parents about being allowed into the camp, how did they react? What was significant about the snap of the newspaper?
14. What point of view is this story told from?

Extension/Higher Level Thinking

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

1. Why do you think Marcenia’s mother worried that Marcenia would be a maid?
2. How did Marcenia’s parents feel about her becoming a baseball player? What did they wish for their daughter? Why?
3. How was Marcenia different from the other girls at school? Why?
4. Near the beginning of the book, there’s a scene where Marcenia clapped her hands over her ears when she was in her room. Why do you think she did this?



“Children, especially girls, will cheer for Marcenia as she defies the narrow expectations for young women of the time—and fiercely pursues her dream.”

—*Booklist*

“This account of the talent and determination fueling [Marcenia’s] eventual success in the Negro Leagues is vigorously told.”

—*School Library Journal*

“Author Crystal Hubbard hits one out of the ballpark with *Catching the Moon*... This tribute to the power of dreams is further enhanced by Randy DuBurke’s engaging pictures of energetic Marcenia.”

—*Washington Parent*

5. How did Marcenia react after her father said he could not afford to buy her cleats? Why?
6. Why did the artist show the moon as a baseball in one of the illustrations? What does this have to do with the title?
7. What colors do you see most often in the story? Why do you think this is so?
8. Where do you think the story takes place? Why?
9. When do you think the story takes place? What clues in the story make you think that?
10. When Papa asked Marcenia what she learned in school, she had a very brief response, but when he asked about the game after school, she had a lot to say. Why is this significant? What does this show about Marcenia’s character?
11. Did Marcenia ever give up on her dream of becoming a baseball player? Explain your thinking.
12. Why do you think Mr. Street gave baseball cleats to Marcenia?
13. Why did Marcenia’s father allow her to keep the shoes even though he didn’t like to accept charity?
14. Why does Papa eventually accept his daughter’s wishes and let her go to the camp and pursue her baseball dream?
15. What evidence of unfairness did you find in this book? How do you know?
16. How does *Catching the Moon: The Story of a Young Girl’s Baseball Dream* demonstrate the concept of determination?
17. How do you think Marcenia paved the way for future baseball players, specifically females?
18. At what point in Marcenia’s life does the author, Crystal Hubbard, choose to begin? Why do you think she chose to start there and not when Marcenia is an adult playing as a professional ball player?
19. What message does author Crystal Hubbard want young readers to learn from this story? Why?

Reader’s Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

1. What words would you use to describe the character of Marcenia? How do you think those characteristics helped her make her dream come true?
2. Marcenia changed her name. Why did she do that? How was that an important moment in her life?
3. Although she didn’t agree with her parents, Marcenia respected their authority. Do you think she was right? How might you act when you and a family member have different points of view?



4. What would you tell someone who has not read *Catching the Moon: The Story of a Young Girl's Baseball Dream* about this book? Why?
5. What could you learn from Marcenia? What advice do you think she would give you about pursuing a dream?
6. Crystal Hubbard, the author, has this advice for young readers: "You can make of your life what you want if you're willing to work hard and keep sight of the goals you set for yourself. If paths to your goal are blocked or doors are slammed in your face, forge your own path, look for new doors to open." What are some ways you can apply this advice to your own life?

ELL 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)

1. Read aloud a sentence and have students repeat the sentence after you, pointing to each word as they speak.
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 *Catching the Moon: The Story of a Young Girl's Baseball Dream*.
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.

7. Write the following baseball terms from the story. Invite baseball fans in the class to act out and explain each term: got a triple, doubled back, tagged out, deep flyball, stole home, slid into home.
8. Make an audio recording of the book and invite students to listen to it as they follow along with the text.

Social and Emotional Learning

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. Have students match emotions to different characters in the book and explain their choices.
 - Characters: Marcenia, Marcenia's mom, Marcenia's Papa, Mr. Gabby Street, Clarence
 - Emotions: nervous, angry, sad, joyful, surprised, hopeful, eager, proud, loving, concerned
2. Explain that Marcenia exemplifies the growth mindset. She doesn't take setbacks as failures or permanent. Instead, she uses them as learning experiences, and she doesn't give up. Rather, she likes challenges. Explore the growth mindset with students and have them



identify different ways that Marcenia used it. A good overview of growth mindset along with a poster image can be found at <http://yourbrainhealth.com.au/8-ways-to-encourage-a-growth-mindset-in-kids/>.

3. Have students identify some goals they would like to achieve. They can outline steps they need to take in order to achieve them, just like Marcenia took steps to achieve her goal of becoming a professional baseball player.

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 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. View and listen to Kevin Costner and Jillian Estell read *Catching the Moon: The Story of a Young Girl's Baseball Dream* on Storyline Online (<https://youtu.be/9kTVtMLO8CE>). What was the experience watching the Storyline Online reading of *Catching the Moon: The Story of a Young Girl's Baseball Dream* like? How did their reading influence the way that you listened to the book?
2. Read Lee & Low's interview with Crystal Hubbard on women in professional baseball (<https://blog.leeandlow.com/2013/03/21/women-in-professional-baseball-diamonds-are-a-girls-best-friend/>). What did students learn from the article that they hadn't gathered from the book? What did the interview make them think about? What new information did they learn about Marcenia Lyle and the author? What resonated with students the most after reading the interview? What other questions would they like to ask Crystal Hubbard after reading the book?
3. Compare and contrast *Catching the Moon: The Story of a Young Girl's Baseball Dream* with other baseball biographies. How are their experiences similar? What barriers do they tackle? What character traits do they share that have allowed them to overcome obstacles? What legacies do they leave behind? How do they change people's minds? Some good titles to choose from are *Louis Sockalexis: Native American Baseball Pioneer* (<https://www.leeandlow.com/books/louis-sockalexis>), *Silent Star: The Story of Deaf Major Leaguer William Hoy* (<https://www.leeandlow.com/books/silent-star>), and *Beisbol! Latin Baseball Pioneers and Legends* (<https://www.leeandlow.com/books/beisbol-latino-baseball-pioneers-and-legends>).
4. Play with similes. Explain that a simile is a figure of speech in which two unlike things are compared, usually in a phrase that begins with like or as. Give as examples these similes from the book, such as "Marcenia's teeth gleamed like the noonday sun. It [the moon] was so round and bright, like a brand new baseball. " Then challenge students to write their own similes about Marcenia. Why did they choose to write those particular similes?
5. Have students read Marcenia Lyle's obituary from *The New York Times* (<https://www.nytimes.com/1996/11/10/sports/toni-stone-75-first-woman-to-play-big-league-baseball.html>). How would students write about Marcenia Lyle's life? What would they want to highlight and emphasize the most? Why?
6. Complete an author study on Crystal Hubbard. Consider reading her other picture book biographies, *The Last Black King of the Kentucky Derby* (<https://www.leeandlow.com/books/the-last-black-king-of-the-kentucky-derby>) and *Game, Set, Match Champion Arthur Ashe*



(<https://www.leeandlow.com/books/game-set-match-champion-arthur-ashe>). Compare and contrast the different themes and obstacles that the historical figures she writes about overcome. Display a chart in front of students with three different columns so that students can brainstorm and organize their ideas. Then, students can write their reactions in a compare and contrast essay and talk about how the books and historical figures are similar and different.

Math

(Mathematical Practice, Domain 1, Make sense of problems and persevere in solving them; Mathematical Practice, Domain 2, Reason abstractly and quantitatively; Mathematical Practice, Domain 4, Model with mathematics; Mathematical Practice, Domain 5, Use appropriate tools strategically; Mathematical Practice, Domain 7, Look for and express regularity in repeated reasoning)

1. Teach, or have students explain, how a professional baseball game is scored. You can find this information at http://mlb.mlb.com/mlb/official_info/baseball_basics/keeping_score.jsp. Compare this to the scoring in another sport students enjoy, such as basketball or football. Create word problems to address the scores that are appropriate to students' ability level.
2. Have students find out the measurements for a regulation baseball field. You can find the dimensions of a professional field at <http://m.mlb.com/glossary/rules/field-dimensions>. Then have them draw to scale a diagram of the field.

Physical Education

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9)
(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge)

1. If possible, have students play a game of baseball. Have students identify which plays were also in *Catching the Moon: The Story of a Young Girl's Baseball Dream*. How did they feel when they were playing? What do they like about the game, and what do they dislike? Why?

2. Explain to students that a 1972 law, often called Title IX, provided equal opportunities for female athletes, especially in high schools and colleges. Have students work with partners to find out how the law has impacted women's sports. Students can see a timeline of how Title IX was created here at the Womens Sports Foundation's website (<https://www.womenssportsfoundation.org/advocate/title-ix-issues/history-title-ix/history-title-ix/>).

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1-3; Craft and Structure, Strands 4-6; Integration of Knowledge & Ideas, Strands 7-9; Range of Reading of Text Complexity, Strand 10)
(Writing Standards, Text Types & Purposes, Strands 1-3; Production & Distribution of Writing, Strands 4 and 6; Research to Build & Present Knowledge, Strands 7-9; Range of Writing, Strand 10)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3; Presentation of Knowledge and Ideas, Strands 4-6)

1. Have students conduct a research study on playing playing baseball in the Negro Leagues. Students can refer to online resources, such as this article from the Major Baseball League (MLB) (http://mlb.mlb.com/mlb/history/mlb_negro_leagues_story.jsp?story=women) and how Toni Stone shattered gender barriers (<https://timeline.com/toni-stone-first-woman-pro-baseball-206e26cb27ae>). Students can present their findings in a presentation format of their choosing, including photographs showing scenes from Marcenia's life.
2. Investigate Mo'Ne Davis and gender stereotypes. In 2014, Mo'Ne Davis made headlines when she became the first girl to pitch a shut out in the Little League World Series. The Anti-Defamation League offers a great lesson plan on this (https://www.adl.org/sites/default/files/documents/assets/pdf/education-outreach/mo-ne-davis-and-gender-stereotypes.pdf?_ga=2.88598363.1702700656.1537378142-994667438.1537378142). How are Mo'Ne and Marcenia similar? Why were they so important in their sport, and how do you think they inspire other athletes today?
3. Research community organizations that offer free sports and other activities. Marcenia



attended a free baseball camp. A lot of community resources are free and have much to offer. Have students identify some of the great things in their community that are free, and share their findings either orally, in writing, or in a visual display.

4. Encourage students to investigate the history of baseball and how it originated. Why did baseball become a sport? Where did it begin, and how did baseball's popularity spread? Students can demonstrate their findings through a timeline, visual presentation, or other format of their choosing (<https://www.smithsonianmag.com/arts-culture/a-brief-history-of-the-baseball-3685086/>).
5. Have students research gender discrimination in sports. What does gender discrimination look like in other sports, besides baseball (and softball)? How is gender discrimination evident? Students can show their findings visually, through a poster, in writing, through an essay, or any other medium. Students can start with additional research on Marcenia Lyle and how she broke gender barriers during her baseball career (<https://timeline.com/toni-stone-first-woman-pro-baseball-206e26cb27ae>).

Science

(Next Generation Science Standards 4-Ls1-2: Use a model to describe that animals receive different types of information through the information in their brain, and respond to the information in different ways; MS-Ps2-5: Evaluate experimental design to provide evidence that fields exist between objects exerting forces on each other)

1. Visit the Science of Baseball's website and learn the science behind baseball's secrets. Explorations and activities include learning about vibrations with the "sweet spot" of a baseball bat (<https://www.exploratorium.edu/baseball/activities/finding-the-sweet-spot.html>) and why different pitches spin the way they do (<https://www.exploratorium.edu/baseball/activities/thrown-for-a-curve.html>).
2. *Catching the Moon: The Story of a Young Girl's Baseball Dream* lends itself to a mini-lesson on the five senses. Write the names of the senses—sight, sound, taste, smell, and touch—where students can see the words.

Give the examples below from the book. Then encourage students to find other examples of how the senses are described or suggested in the book.

- Sight: Marcenia kept her eyes on each pitch.
- Sound: The baseball slams into Marcenia's glove.
- Taste: She loved the powdery taste of dust clouds.
- Smell: The puff of lather might smell of soap when Marcenia gets her hair washed.
- Touch: The sun heated her hair.

Drama/Art

(Reading Standards, Integration of Knowledge & Ideas, Strands 7)
(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

1. Make a baseball trading card for Marcenia Lyle. On one side, include her image. On the other side, include her full name, position, teams, league, dates of career, honors, batting average, and a fascinating fact
2. Create a reader's theater script and have the class act out the story. Characters could include: Marcenia, Mama, Papa, Mr. Gabby Street, Clarence, Harold, Boys 1-4 (or speaking roles), Narrators 1-4.

School-Home Connection

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

1. Play ball! If possible, students can play catch with their families. With these background experiences, the students can better understand the terminology and actions found in *Catching the Moon: The Story of a Young Girl's Baseball Dream*.
2. Go to a ballgame. If there is a major, minor, or even a school league close by, families can attend a baseball game together. What was that experience like? What did they learn about baseball from attending the game?

ABOUT THE AUTHOR

Crystal Hubbard began her publishing career in journalism. As a copy editor in the sports department of the Boston Herald, her “interest in sports exploded,” and she became determined to share the stories of African American sports heroes with children. *Catching the Moon: The Story of a Young Girl’s Baseball Dream* was her first picture book. Both it and another of Hubbard’s books, *The Last Black King of the Kentucky Derby*, have received numerous honors. Says Hubbard, “I think sports are important in terms of helping develop skills in working well with others and in building self-esteem.” As a young girl, Hubbard met Arthur Ashe, the tennis player. Not surprisingly, she went on to write a biography of the tennis great called *Game, Set, Match, Champion Arthur Ashe*. For her picture books, she always has chosen real people, and has tried to portray them honestly. Following her own girlhood dream, Hubbard now writes fulltime. She lives with her husband and their four children in Missouri.

ABOUT THE ILLUSTRATOR

Randy DuBurke has been an illustrator for more than twenty years, and his work includes book covers, comics, and editorial illustration as well as children’s books. He received the Coretta Scott King John Steptoe Award for New Talent in Illustration for his debut picture book, *The Moon Ring*. Other books have included the graphic biography *Malcolm X* and Lee & Low’s graphic novel *Yummy: The Last Days of a Southside Shorty*. DuBurke’s work has also appeared in *The New York Times* and *Mad* magazine. He lives with his wife and their two sons in Switzerland. Visit his website at randyduburke.com.

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)

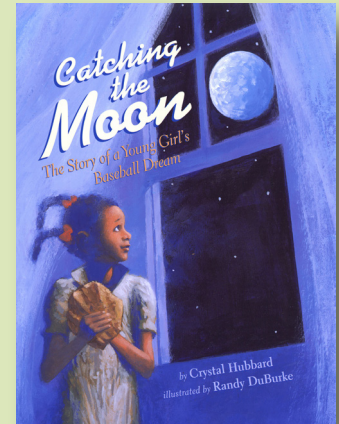
<https://www.leeandlow.com/books/catching-the-moon> (secure online ordering)

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

Catching the Moon



\$9.95, PAPERBACK

9781600605727

*Reading Level: Grades 3–4

Interest Level: Grades 1–5

Guided Reading Level: R

Accelerated Reader® Level/Points: 4.3/0.5

Lexile™ Measure: 640L

THEMES: Nonfiction, Sports, Identity/Self Esteem/Confidence, Friendship, Dreams & Aspirations, Discrimination, Breaking Gender Barriers, African/African American Interest, Biography/Memoir, Poverty, Sports History, Childhood Experiences and Memories, Optimism/Enthusiasm, Overcoming Obstacles, Persistence/Grit, Women’s History, Achieving Goals/Determination

RESOURCES ON THE WEB:

<https://www.leeandlow.com/books/catching-the-moon>

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