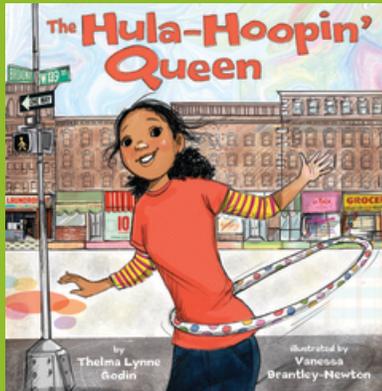


TEACHER'S GUIDE



LEE & LOW BOOKS



The Hula-Hoopin' Queen

written by *Thelma Lynne Godin*

illustrated by *Vanessa Brantley-Newton*

About the Book

Genre: Fiction

***Reading Level:** Grade 3

Interest Level: Grades 1–5

Guided Reading: N

Accelerated Reader® Level/

Points: 3.4/0.5

Lexile™: AD600L

* Reading level based on the Spache Readability Formula

Themes: Childhood Experiences and Memories, Conflict Resolution, Dance, Dreams & Aspirations, Families (Grandmothers), Friendship, Games/Toys (Hula Hoops), Holidays/Traditions (Birthdays), Mentors, Neighbors & Community, Overcoming Obstacles, Responsibility, Sharing & Giving, New York City (Harlem), Persistence/Grit, Pride, African/African American Interest

SYNOPSIS

Swish, swiggle, swish.

Kameeka's got the itch—the Hula-Hoopin' itch—and she's confident today is the day she will finally beat her rival, Jamara, and become the Hula-Hoopin' Queen of 139th Street. Kameeka's picked out her best hoop and is ready to go. But then Mama reminds her that today is their neighbor Miz Adeline's birthday, and Kameeka has a ton of chores to do to get ready for the party they are hosting.

Kameeka's disappointed to be stuck at home and can only think about the hoopin' competition. Distracted with only the contest against Jamara on her mind, Kameeka accidentally ruins Miz Adeline's birthday cake, and has to confess to her that there won't be a cake for her special day. Can Kameeka's love of hoopin' somehow save the party? And will she ever find out who should be crowned the Hula-Hoopin' Queen of 139th Street?

Miz Adeline's confesses something too: she's also got the itch—the hula-hoopin' itch! Her fingers start snappin'. Her hips start swingin'. Soon everyone's hips are swinging as the party spills out onto the street. The whole neighborhood's got the itch—the hula-hoopin' itch!

A spunky African American girl has a hula-hooping competition with her friends in Harlem, and soon everyone in the neighborhood—young and old alike—joins in on the fun. With vibrant illustrations by Vanessa Brantley-Newton, *The Hula-Hoopin' Queen* is a lively, charming celebration of family and community ties. Set in Harlem, this intergenerational story shows the importance of staying young at heart and is sure to get your fingers snappin' and your feet tappin' as you join in the hoopin' fun.

Swish, swiggle, swish.



BACKGROUND

Hula Hooping: Hoops have been used for sport and play for thousands of years; pictures in a four-thousand-year-old Egyptian tomb show men competing to hook a hoop with long poles. Rolling a hoop using a stick was a popular sport and pastime for adults and children in various cultures from early Greek and Roman times all the way until the early 1900s when car traffic began to be more common on roads. Traditional games of throwing a hoop in the air and catching it on a pole were played in New Guinea and many Native American cultures. While it wasn't the primary focus of these historic hoop activities, there are pictures and writing that indicate people danced with hoops and spun hoops around their waists as far back as 2000 years ago.

In the 1950s in Australia a teacher taught her students to twirl bamboo hoops around their waists. A local store began selling the hoops and sold out quickly. The toy company Toltoys then created a plastic hoop and sold the idea to WHAM-O toys, who produced the first "Hula Hoop." The term "hula" was added because the hip movement of hooping is similar to Hawaiian hula dancing. The hula-hooping trend evolved over time. In the 1990s hooping became a modern dance trend and today people use hoops of various sizes in dance and fitness activities. (See <http://www.hooping.org/hula-hoop-history/> for even more information and pictures.)

A video of a young girl hula-hooping can be found at https://www.youtube.com/watch?v=C-_9tG7lQUY.

Awards and honors for *The Hula-Hoopin' Queen* include:

- **Wisconsin Outstanding Achievement in Children's Literature**, Wisconsin Library Association
- **Best of the Best List**, Chicago Public Library, Children and Young Adult Services
- **Charlotte Zolotow Award, Highly Commended Title**, Cooperative Children's Book Center (CCBC)
- **Delaware Diamond Book Award, Grades K–2**, Diamond State Reading Association
- **"Choices,"** Cooperative Children's Book Center (CCBC)
- **Junior Library Guild Selection**

★ "A lively intergenerational picture book that will send readers out to the sidewalk for a hoopin' good time. . . . A fine incentive to motivate couch potatoes young and old to move."

–*Kirkus Reviews, starred review*

"These feisty characters, find loving ways to honor and forgive one another—while having a blast—will give pleasure across generations. Warning: this itch is contagious!"

–*School Library Journal*

"First-time picture book author Godin's empathic prose and Brantley-Newton's emotionally telegraphic art capture the lively and nurturing Harlem neighborhood and the thrill of competition, whether age nine or 90."



VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)
(Speaking & Listening Standards,
Comprehension & Collaboration, Strands 1 and 2)
(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

hula hoop, fingers snappin', hips swingin', oven temperature, "on a mission," "born ready," Brooklyn Bridge, "madder than a hornet," "like a spring robin looking for a worm," the roller coaster at Coney Island, Sunday church hat, pin-striped suit, shimmy

Academic

beat, burst out, smirk, smug, clatter, scold, nonsense, holler

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 and promote anticipation by posing questions such as the following:

1. Have you ever used a hula-hoop? What is hard about hula-hooping? What is fun?
2. How does it feel when you want to do something and an adult says no? What do you say or think to yourself?
3. Do you know your neighbors? What kinds of things might neighbors do together?
4. Do you celebrate birthdays in your family? What do you do to celebrate someone's birthday?

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)

Read and talk about the title of the book. Then ask them what and whom they think this book will most likely be about. What situations might be talked about in the text? 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, author and illustrator's dedications, and illustrations.

Setting a Purpose for Reading

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

Have students read to find out:

- more about hula-hooping and why it's so important to Kameeka
- how Kameeka balances what she wants to do with her family responsibilities
- what happens at Miz Adelaide's birthday celebration
- what Kameeka learns about friendship and competition

Encourage students to consider why the author, Thelma Lynne Godin, wants to share this story with young people.



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. Who is the Hula-Hoopin' Queen of 139th street when the book begins? What does Kameeka want to do?
2. What happens when Kameeka gets “the itch?”
3. What does Mama say when Kameeka wants to go out and hoop?
4. What does Kameeka think about while she’s getting ready for the party?
5. What goes wrong with the birthday cake?
6. What happens when Kameeka goes out to buy sugar?
7. What happens when Kameeka sees Mr. John closing the bakery?
8. Why does Kameeka’s heart race “as fast as the roller coaster at Coney Island” when she says “Happy Birthday” to Miz Adelaide? What does she do about the cake?
9. What happens when Miz Adelaide hears Kameeka talking about hula-hooping?
10. What does Jamara mean when she says, “I know who the real Hula-Hoopin' Queen of 139th Street is?”

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 Kameeka’s mom expect of her? How does Kameeka react to her mom’s expectations?
2. Are Jamara and Kameeka friends or enemies? What impact does competition have on a relationship?
3. Why does Kameeka’s mom make her “explain to Miz Adelaide why she won’t have cake for her birthday?”
4. What can we learn about Kameeka based on her actions? Give examples from different parts of the story.
5. What makes Miz Adelaide’s say it’s the best birthday party she’s ever had? How does remembering the past impact elderly people?
6. What’s special about the relationship between a child and an older adult?
7. Do you think Kameeka and Jamara will continue to compete to be Hula-Hoopin' Queen? Why or why not? What might they be like when they are as old as Miz Adelaide and Miss Evelyn?
8. What makes Kameeka’s neighborhood a *community*?

Reader’s Response

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

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3)

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.

1. Kameeka, Mama and Miz Adelaide are all strong female characters. List what makes each of them strong. How are they alike? How are they different?



2. Kameeka dreams of being the Hula-Hoopin' Queen of 139th Street. Write about one of your personal goals. How do you work towards it? What does that work feel like? Who helps you? What makes your work challenging? (NOTE: You might ask students to discuss the author's blog post on persevering to achieve dreams: <http://blog.leeandlow.com/2014/08/14/dealing-with-rejection-keeping-your-dream-going/>)
3. What do you enjoy so much it's hard to resist doing it—something that gives you “the itch?” What do your family and friends think about it?
4. Write about a community of which you are a part—for example, your extended family, your neighborhood, your class or school, a religious group, etc. How do the members of the community support each other? What do you do together? Are there ever conflicts or problems? How are they resolved?
5. How do Kameeka and Jamara each act during the hula-hoop competition? How do you feel about competition? Does it positively or negatively impact your performance?

ELL/ESL Teaching Strategies

*(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. Assign ELL students to partner-read the book with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the text. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have student summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to retell either the

plot of the book or key details. Then ask students to write a short summary, synopsis, or opinion about what they have read.

4. Have students give a short talk about a favorite activity. Or, have students talk about their own neighborhood and the people in it.
5. The story contains some content-specific 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.
6. This book contains many references to facial expressions and tone of voice. Act out several sample scenes and discuss inferences the author expects the reader to make about the characters (e.g., Mama's “look,” Jamara's smirks and smug comments, Miz Adelaide's raised eyebrows, etc.).

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 may also be used for extension activities, for advanced readers, and for building a home-school connection.

English Language Arts

*(Reading Standards, Key Ideas & Details, Strands 1–3 and Integration of Knowledge & Ideas, Strand 9)
(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)*

1. Read other books about characters striving to succeed at activities they love, such as:



Allie's Basketball Dream

(<https://www.leeandlow.com/books/2351>)

The Happiest Tree: A Yoga Story

(<https://www.leeandlow.com/books/2401>)

Strong to the Hoop

(<https://www.leeandlow.com/books/2454>)

Get Set! Swim!

(<https://www.leeandlow.com/books/2507>)

What helps these characters triumph? What challenges do they experience?

- Use this text as a mentor text when working on writing personal narratives. Study examples of how Kameeka's inner dialogue and dialogue between characters deepen readers' understanding and enjoyment of the story. Encourage students to incorporate dialogue in their own writing.
- As a class, review the directions for how to make a hula-hoop at <http://www.hooping.org/2006/08/how-to-make-a-hula-hoop/>. The actual project may be too involved for most classrooms but could still be a good example of "how-to" nonfiction text.

Art

(*Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3*)

As a class, study the details in Vanessa Brantley-Newton's illustrations. Note examples of how characters' facial expressions and body language and the various background details contribute to the reader's comprehension of the story. Have students experiment with some of Brantley-Newton's techniques by adding an illustration to one of their Reader's Response questions. Share work in pairs and ask students to notice what additional information is conveyed by their partners' illustrations.

Social Studies

(*Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4–6, and Research to Build & Present Knowledge, Strands 7–9*)

Review the history of hula hooping at <http://www.hooping.org/hula-hoop-history/> as a class. Mark the locations of various places on a world map (e.g. Egypt, Greece, Central Africa, California.) Discuss what it means for an activity to be enjoyed around the world in different ways. Ask students to research their favorite sports or pastimes. Where did they originate? Where and how are they enjoyed today?

Physical Education

(*Reading Standards, Key Ideas & Details, Strand 1 and Craft & Structure, Strands 4–5*)

Obtain several hula-hoops for your class to use. Using the directions found at <http://www.hooping.org/2003/08/how-to-hula-hoop/>, have a few students at a time try to hula-hoop. Ask the rest of the class to help read the directions and give advice as a way to practice reading a nonfiction instructional text. Or, refer back to the scenes in the text when a character gets "The Hula Hoopin' itch." Ask students to snap their fingers, tap their feet, etc. as classmates attempt to hula-hoop.

Home-School Connection

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

- Ask each student to interview an older person about his or her childhood pastimes. Discuss similarities and differences with children's activities today.
- Ask students to share what their neighborhoods are like and compare them to Kameeka's. Point out the street signs throughout the book. Talk about locating intersections on a map and look at a map that shows the neighborhoods around your school. At home, ask students to draw maps of their neighborhoods. Include local businesses and other illustrations that show what the area is like.



ABOUT THE AUTHOR

Thelma Lynne Godin grew up in upper Michigan climbing trees, ice skating in her backyard, and frequently visiting her small town library. She was inspired to write *The Hula-Hoopin' Queen* from her own experience of still going out to hoop with the kids in her neighborhood. Godin and her husband live in Sault Ste. Marie, Michigan. They have two grown children. *The Hula-Hoopin' Queen* is her picture book debut. Her website is www.thelmagodin.com.

ABOUT THE ILLUSTRATOR

Vanessa Brantley-Newton is a self-taught illustrator, doll maker, and crafter who studied fashion illustration at the Fashion Institute of Technology and children's book illustration at the School of Visual Arts in New York City. She has illustrated several picture books, two of which she also wrote. Brantley-Newton also loves to craft, cook, collect vintage children's books, tell stories, make dolls, and shop. She lives in Charlotte, North Carolina, with her husband, daughter, and two crazy cats, Kirby and Stripes. When she read *The Snowy Day* by Ezra Jack Keats as a child, it was the first time she saw a child in a book who looked like her. Now, as an illustrator, she strives to include children from many backgrounds in her illustrations because she wants "all children to see their unique experiences reflected in the books they read," so they can feel a "sense of empowerment and recognition." Read more on her website <http://painted-words.com/portfolio/vanessa-brantley-newton/> and blog <http://oohlaladesignstudio.blogspot.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:

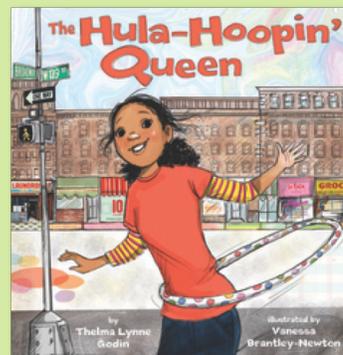
www.leeandlow.com/contact/ordering (general order information)
<https://www.leeandlow.com/books/2848> (secure online ordering)

By Phone: 212-779-4400 ext. 25

By Fax: 212-683-1894

By Mail: Lee & Low Books, 95 Madison Avenue, New York, NY 10016

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THEMES: Childhood Experiences and Memories, Conflict Resolution, Dance, Dreams & Aspirations, Families (Grandmothers), Friendship, Games/Toys (Hula Hoops), Holidays/Traditions (Birthdays), Mentors, Neighbors & Community, Overcoming Obstacles, Responsibility, Sharing & Giving, New York City (Harlem), Persistence/Grit, Pride, African/African American Interest

RESOURCES ON THE WEB:

Learn more about *The Hula-Hoopin' Queen* at:

<https://www.leeandlow.com/book/s/2848>

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