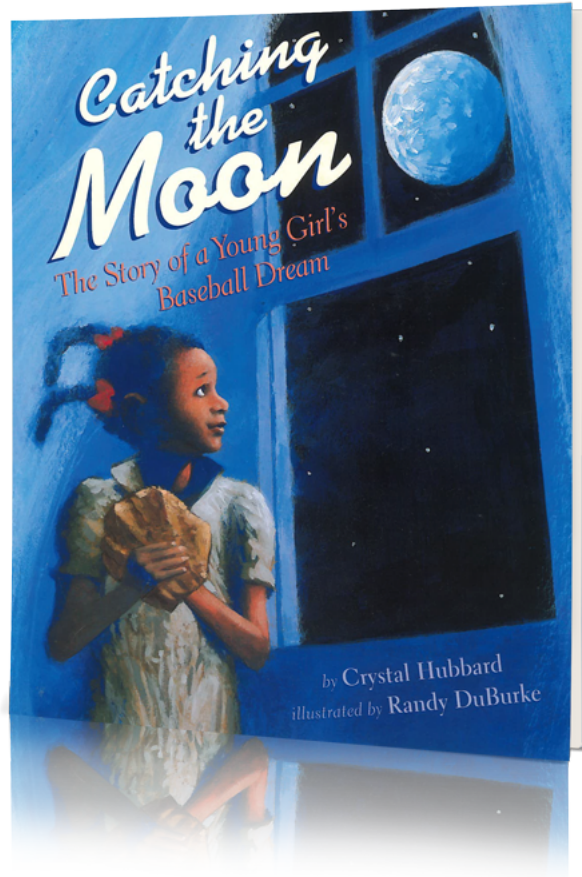


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SAG FOUNDATION PRESENTS

# Storyline online



## CATCHING THE MOON: THE STORY OF A YOUNG GIRL'S BASEBALL DREAM

Written by: Crystal Hubbard  
Illustrated by: Randy DuBurke

Watch online video of actor  
**Kevin Costner &  
Jillian Estell**  
reading this story at  
[storylineonline.net](http://storylineonline.net)



## BOOK SUMMARY

Marcenia Lyle is the best baseball player in her working class neighborhood, even though her parents don't understand why she can't love "girl" activities instead. When a famous scout comes to offer spots at a free baseball summer camp, Marcenia is told she cannot attend because she is a girl. Determined not to let anyone or anything stand in the way of making her dream of playing professional baseball come true, Marcenia works extra hard to change the minds of the scout and her doubting father. Based on the real life story of the first woman to play in a men's professional baseball league, Marcenia "Toni Stone" Lyle Alberga.

## DISCUSSION POINTS

### DREAMS

- Have students talk about dreams they have for their futures. Discuss what it will take to make their dreams come true.
- Ask students if they have ever been told their dream isn't possible.
- Ask what obstacles each of them may face in making their dreams come true and how they might overcome them.
- The title of the book is *Catching the Moon*. Ask students how the title relates to baseball and to dreams. Introduce or reinforce metaphor.

*(having a dream guide your actions, overcoming obstacles, working hard to become an expert)*

### GENDER

- Separate the students by gender and, on a large piece of paper, have each group write words that describe boys and words that describe girls. When they are finished, put the lists on the board and discuss their accuracy. After the discussion, ask the students if any words should be reassigned, applied to both genders, or remain true "boy" or "girl" words.
- On the board, write a list of activities, foods, types of clothing, colors, and book, film, and TV genres. Read one item on the list and have students move to opposite sides of the room: one side is good at the activity and the other side is not good at, one side likes and the other side doesn't like, one side has and the other side doesn't have, etc. Have them notice how gender, race, height, weight, etc., does not determine ability or personal preference. Discuss why they like or don't like, are good at or struggle with, have or don't have the things on the list, helping them to see that gender, in fact, may have little to do with who we are as people.

- Ask students why some people think some things are “girls only” or “boys only.” Discuss a time a student may have wanted to do something that was for the “other” gender and what happened when s/he did. You can also talk about how it feels to be told “no” based on something out of your control.

*(gender roles, treating people differently based on appearance not aptitude, “boy” things and “girl” things)*

## SPORTS

- Have students make a list of the sports they are familiar with. Have them discuss which positions or parts of the sport they like and why, dislike and why. Include solo sports like swimming and running if no one offers these.
- Ask students to talk about using their bodies for sports, dance, recreation, and chores. Have them identify the variety of feelings they have when using their bodies in these different ways. Feel free to have students move as if they are doing these activities to get them into sense memory mode.
- Have students tell you what makes a good athlete, including behavior off the field and the roles of rules and the officials. Ask why sports are or are not important to them.

*(using our bodies to compete, teamwork, sportsmanship)*

## CLASS

- Marcenia’s family is not wealthy. Have students talk about the role of money in their lives: how often are they told they can’t have something, how does it feel when they don’t get something they really want, do they get an allowance, how does it feel to earn money vs. to get money as a gift, etc.
- Many successful people were born into poor families and went on to do great things. Have a discussion about wealth’s connection to success and if students feel there is one. Discuss the American value of “you can be anything you want if you work hard.”
- Marcenia goes to a free camp for great baseball players. What things have the students participated in that were free: parks, pools, camps, community activities, etc.? Have students compare things one pays for and free things. If any student has ever gone to a merit-based activity, have him or her talk about how it felt.

*(financial constraints, overcoming obstacles, American values)*

## ACTIVITIES

- Play ball! Marcenia has to persuade both Mr. Street and her father to let her attend the prestigious all-boys baseball camp. Divide your class into two teams: The Persuaders (batters) and The Rationalizers (pitchers) and make a pitcher's mound, home plate, and three bases around your room. You are the umpire and you have prepared a list of activities.

Send one pitcher/Rationalizer "to the mound" and have one batter/Persuader stand opposite at "home plate." The umpire announces the first activity. The pitcher/Rationalizer gives one appropriate rationalization as to why the activity is a bad idea ("Because I said so" is not an appropriate rationalization). The batter/Persuader replies with a persuasive phrase ("Because I want to" is not an appropriate persuasive phrase). If the umpire declares the persuasive phrase appropriate, the Persuader advances a base. The batter continues giving persuasive phrases until either a home run is scored or an incorrect persuasive phrase is given. If an incorrect persuasive phrase is given, the batter stays on base and does not advance; it is a strike. Three strikes and they're out. If the pitcher/Rationalizer fails to give an appropriate reason, the batter/Persuader advances a base.

Change pitcher/Rationalizer with each batter/Persuader to give as many students as possible a chance to play. When three batter/Persuaders have struck out/failed to get on base, switch sides: batters become pitchers, pitchers become batters. You may review persuasive and rationalizing language before you begin and you may keep score if you like. For added fun, teams may come up with names, mascots, and cheers.

*(language arts: persuasive language, rationalizing language, using words to get what we want, using words to communicate emotions, expanding vocabulary; social skills: compromise, accepting personal differences, learning to win and to lose; math: keeping score)*

- Marcenia has a dream for her future. At home, have students make posters that can include pictures and words from magazines, drawings, or painting or coloring that shows them living a dream they have. Make sure they include how they worked to make their dream come true (practice, college, working with a mentor, using specific equipment, etc.), what the world of their dream looks like (the Olympics, a hospital, a gallery, outer space, etc.), and how it feels to have achieved their goal. They can also write a slogan or inspirational phrase on their poster. Place the posters around the room and have each student talk about what's on his/her poster and why, what they think their future will be like, and why they have the dream they do.

*(art: mixed media, visual interpretation of time, life goals and feelings; social skills: understanding that goals take work, creating inspiration)*

[http://www.allposters.com/-st/Children-s-Inspiration-Posters\\_c19495\\_.htm](http://www.allposters.com/-st/Children-s-Inspiration-Posters_c19495_.htm)

- Marcenia is thought unusual and is initially denied a spot at Mr. Street's camp because she is female and baseball is a traditionally male sport. Despite the gender-based obstacles she faced, Marcenia went on not only to live her dream but to be an excellent player. Provide each student with the name of a famous female and either let them research or provide them with details about her life, career, achievements, awards, and any known obstacles to success she may have faced. Using Apollo's template, have students make trading cards for their assigned famous woman. Have students give oral reports from the data they put on the cards. They may choose to dress like their subject for their presentation. Afterward, allow the students to trade the cards and share ideas about what it might be like to be these women. You can use the data on the cards in your math and language arts lessons: charts, Venn diagrams, compare and contrast, etc.

*(social studies: women in "non-traditional" roles, overcoming obstacles; history: famous women, how women have contributed to the world; art: creating a design that makes information appealing, designing within a specific format; language arts: oral reports, vocabulary; performance arts: imagining being a famous person)*

[http://www.ApollosTemplates.com/pdf-templates/sports-card-templates/baseball\\_card\\_team.pdf](http://www.ApollosTemplates.com/pdf-templates/sports-card-templates/baseball_card_team.pdf)

<http://www.smithsonianmag.com/science-nature/ten-historic-female-scientists-you-should-know-84028788/?page=1>

<http://womenshistory.about.com/od/sciencemath1/ss/Women-in-Mathematics-History.htm#step-heading>

<http://www.topendsports.com/world/lists/greatest-all-time/women.htm>

<http://www.biography.com/people/groups/artists-painters-female>

- The game of baseball involves many numbers. Using Apollo's template, print blank cards. On the backs, place various made-up statistics for each player. (Create an Excel document for the statistics, then print, cut, and glue them on): number of home runs, age, number of no-hitters pitched, number of bases stolen, position played, hometown, etc. Allow students to draw, download, or cut out of magazines a picture of a baseball player for the front. Make complete sets of the cards, and working in small groups, give each group a set. Moving through stations set up around the room, have students use the cards' information to solve word problems, answer comparing and contrasting questions, compile statistics, and make charts. If your class is large, you can split the decks so each group has a smaller number of cards, just make sure you have answer sheets for each sub-deck.

*(math: data-based problems, functions, deductive reasoning; science: analyzing data, organizing data in various ways; language arts: translating numbers into words)*

[http://www.ApolloTemplates.com/pdf-templates/sports-card-templates/baseball\\_card\\_team.pdf](http://www.ApolloTemplates.com/pdf-templates/sports-card-templates/baseball_card_team.pdf)

- Find a AAA or AA professional or Little League baseball team that plays near you and arrange a tour of their field. Create a topic for each student and topic sheets on which the students can gather facts. For example: bases (what are they made of, how are they attached to the ground, size), the field itself (what is the dirt made of, turf height, line lime), gear (different types of bats, hats, bat weights), uniforms (home games, away games, caps, shoes), distances (between bases, from home plate to pitcher's mound, outfield and infield), etc. Upon returning to the classroom, have students make mobiles using cutout shapes and facts gathered at the field. Have each student refer to the mobile as they explain the topic to the class. If you would like to expand this lesson, invite parents to accompany the class to the field. They can help fill in the topic sheet data and make the mobile with their child. It is a good idea to let your field tour guide know your topics so they can make sure to offer adequate information.

*(physical education: the mechanics of baseball, strategy; science: what is the physical make-up of the sport of baseball, data collection; language arts: vocabulary; art: mobiles, translating facts into visuals)*

<https://www.youtube.com/watch?v=ioMXnjinA2qA>

<http://www.milb.com/milb/info/affiliations.jsp>

<http://www.littleleague.org/leagueofficers.htm>



- Using the internet or library, have students learn about the various moons in our solar system and the planets they orbit. Give them circles of cardboard and have them paint their moon, including color spots, craters, and variations. On the back, have them write what they have learned about their moon. Based on the facts, appearance, name, or planet it is attached to, have the students create and tell the class a story about their moon. Remind students that a story has a beginning, a middle, and an end and often has a central character who solves a problem by the end, as Marcenia did. When they are done, you can hang the moons from the ceiling and, if you like, make a sun and arrange the moons in relation to it.

*(science: facts about the moon, our solar system and universe; art: visual representation; language arts: writing, storytelling and construction, fantasy)*

<https://solarsystem.nasa.gov/planets/profile.cfm?Display=Moons>

- Marcenia's family has limited funds. Have students bring in an object they have in their everyday life: a Barbie, a stuffed animal, a pair of shoes, a book, etc. Using the internet, determine what those objects cost. Bring in an assortment of objects or pictures of objects children might like or need. Put realistic prices on them and have students deduce what else they could buy with the money that was spent on their object. Have students make a chart showing what things cost, ranking the items by personal preference. You may also make a video of students showing their object and chart and talking about worth: if their object was truly worth the money spent on it and why or why not. You may extend this exercise to compare what things cost in other countries.

*(language arts: describing objects for their value; social studies: the value we place on objects vs. the actual cost; math: comparing items, grouping items, adding and subtracting, monetary units; media arts: making a video, using visual mediums to communicate our values)*

<http://www.dailymail.co.uk/news/article-2319825/The-great-global-food-gap-Families-world-photographed-weekly-shopping-reveal-cost-ranges-3-20-320.html>

- Using a computer program or cards, make a *Jeopardy!* game based on *Catching the Moon* and have students play. Topics may include various aspects of the story. For example, language used to describe the characters: who is soft-spoken (Marcenia's mother), who is determined (Marcenia), who is inquisitive about school (Marcenia's father), who is supportive (Marcenia's friends), who is biased (Mr. Street). Use the link below to create your own *Jeopardy!* game. Based on the game categories, you may choose to make a word wall with the adjectives and adverbs or a character web for the characters in the story or Marcenia "Toni Stone" Lyle's life.

*(language arts: descriptive language, discerning personality traits, recalling points in a story; math: competitive strategy, score keeping)*

<https://www.superteachertools.net/jeopardyx/brandnewgame.php>

- Have students learn "Take Me Out to the Ball Game," and make a music video that changes the lyrics to suit another sport, activity, or place that has meaning for them: the museum, skate park, kitchen, sewing room, computer lab, etc. The activity should be something the student is passionate about. Sports are fine, but they can make a music video about painting, crafting, cooking, dog training, etc. Either at home with their parents or in school with the help of your librarian or computer class instructor, use a webcam or cell phone to make the video using live action or scanned photos, drawings, magazine pictures, or text documents. They should sing the variation of the baseball song in the actual video. When they are finished, invite the parents in for a movie day with the class, serving peanuts and Cracker Jack, hot dogs and soft pretzels. To expand on this academically, have students brainstorm in small groups or with their parent on what kind of skills each activity develops, what kind of special equipment or geographic location each requires, and if this is an activity they would like to learn.

*(language arts: rhyming words, descriptive words for specific activities; music: parody, creating lyrics, singing; media arts: making a music video)*

<https://www.youtube.com/watch?v=x64VMzXc5pg>



- Have students look at illustrations in *Catching the Moon*, noticing which colors are most prevalent. Ask students why they think Randy DuBurke used mostly blue, brown, and white for his illustrations (the colors of the sky, the dirt, and the ball). Talk about how it feels to look at a big blue sky or dusty brown field or white dress on a running girl. Using torn pieces of colored or painted paper, have children make collages and/or mosaics of something that uses predominantly one color. Display the pictures around the room and have the class move to each, talking about how the colors make them feel. They can also discuss time, events, habitats, etc.

*(art: mosaic and collage, using color to create a mood, using color to identify an object; language arts: using words to describe feelings; social studies: the role of mosaic and collage in our world, handmade objects)*

<http://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/6555/Torn%20Paper%20CollageWEB.pdf>

- All baseball teams have a name, uniforms, and a mascot. Have students create a name, mascot, and uniform for their own teams. Have students make life-sized paper players in the uniform. Have the baseball player talk to the class about what their team name symbolizes, why their uniform looks the way it does, and what their mascot's name and talent are. Make sure each uniform has cleats, high socks, pants, belt, jersey, and cap. If you want to expand on this theme, have the students use the reverse side of their player to create the uniform of an actual player, male or female, and present it to the class.

*(language arts: vocabulary, descriptive words; social studies: using uniforms as an identity, symbolism of a mascot; art: choosing colors, patterns, and symbols to represent your team; sports: researching a player, team, uniform, and mascot)*

<http://imgkid.com/baseball-uniform-template.shtml> (5th one from the top, on the left)

## RESOURCES

### DREAMS, GOALS AND EMPOWERMENT

*Freedom's Children: Young Civil Rights Activists Tell Their Own Stories* by Ellen S. Levine

Girl-empowering books:

<http://www.amightygirl.com/books>

Girls Inc.: (welcome video embedded mid-page)

<http://www.girlsinc.org/>

Goal setting:

<http://simplekids.net/goal-setting-charts-for-young-kids-2013/>

Adora Svitak:

[http://www.ted.com/talks/adora\\_svitak?language=en](http://www.ted.com/talks/adora_svitak?language=en)

### FEMALE ATHLETES

*Ladies First: Women Athletes Who Made a Difference* by Ken Rappoport

*Mia Hamm: Winners Never Quit* by Mia Hamm and Carol Thompson

*Michelle Wie: She's Got the Power* by Cynthia Dean

*Mo'ne Davis: Remember My Name: My Story from First Pitch to Game Changer* by Mo'ne Davis

*Women's Baseball* by John Kovach

*Born to Run* by Cathy Freeman

*A League of Their Own*: (video)

[http://www.amazon.com/League-Their-Own-Tom-Hanks/dp/B003EYBO18/ref=sr\\_1\\_3?ie=UTF8&qid=1423382659&sr=8-3&keywords=a+league+of+her+own](http://www.amazon.com/League-Their-Own-Tom-Hanks/dp/B003EYBO18/ref=sr_1_3?ie=UTF8&qid=1423382659&sr=8-3&keywords=a+league+of+her+own)

*Venus and Serena*: (video)

[http://www.amazon.com/s/ref=nb\\_sb\\_noss?url=search-alias%3Ddigital-text&field-keywords=venus+and+serena+video&rh=n%3A133140011%2Ck%3Avenus+and+serena+video](http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Ddigital-text&field-keywords=venus+and+serena+video&rh=n%3A133140011%2Ck%3Avenus+and+serena+video)

### FAMOUS WOMEN

*J. K. Rowling: Who Is J. K. Rowling?* by Pamela D. Pollack

*Sonia Sotomayor: A Judge Grows in the Bronx/ La juez que crecio en el Bronx (English and Spanish Edition)* by Jonah Winter

*Shirley Temple: The Biggest Little Star*: (video)

<http://www.amazon.com/Biography-Shirley-Temple-Biggest-Little/dp/B000BF0CMU>

## AFRICAN-AMERICANS IN BASEBALL

*We Are the Ship: The Story of Negro League Baseball* by Kadir Nelson

*Mamie “Peanut” Johnson:*

<http://www.visionaryproject.org/johnsonmamie/>

*Marcenia “Toni Stone” Lyle:*

<http://www.biography.com/people/toni-stone-40319>

*She Loved Baseball: The Effa Manley Story* by Audrey Vernick

*Pride and Perseverance: The Story of the Negro Leagues: (video)*

[http://www.amazon.com/Pride-Perseverance-Story-Negro-Leagues/dp/B00GO4RH3O/ref=sr\\_1\\_cc\\_1?s=aps&ie=UTF8&qid=1423785359&sr=1-1-catcorr&keywords=Pride+and+Perseverance+dvd](http://www.amazon.com/Pride-Perseverance-Story-Negro-Leagues/dp/B00GO4RH3O/ref=sr_1_cc_1?s=aps&ie=UTF8&qid=1423785359&sr=1-1-catcorr&keywords=Pride+and+Perseverance+dvd)

## GIRLS WHO CHANGED THE WORLD

*I Am Malala: How One Girl Stood Up for Education and Changed the World* by Malala Yousafzai

*Alexandra ‘Alex’ Scott, Alex’s Lemonade Stand:*

<https://www.youtube.com/watch?v=9PSSuFQ48e0>

*Katie Stagliano, Katie’s Krops:*

<https://www.youtube.com/watch?v=r7EsR2SrnZA>

*Angela Zhang:*

<https://www.youtube.com/watch?v=c9NvBcyN7qE>

*Sophie Healy-Thow, Emer Hickey, Ciara Judge:*

<http://www.irishtimes.com/news/technology/three-irish-students-win-global-science-competition-1.1938595>

*Salma Kakar:*

[http://daily.abc11.com/\\_news/2013/03/28/17502645-teenage-cycling-prodigy-leads-afghan-women-to-new-freedoms](http://daily.abc11.com/_news/2013/03/28/17502645-teenage-cycling-prodigy-leads-afghan-women-to-new-freedoms)

## MUSEUMS, FOUNDATIONS AND MANUFACTURERS

### ***Baseball Hall of Fame:***

<http://baseballhall.org/discover/museum>

(Both women and African-American players have their own wings.)

### ***Billie Jean King, Women's Sports Foundation:***

<http://www.womenssportsfoundation.org/en/home/about-us/people/founder>

### ***How baseballs are made:***

<https://www.youtube.com/watch?v=sXS9dfzUbxw>

### ***How baseball bats are made:***

<https://www.youtube.com/watch?v=Flr3ES8Cwi8>

### ***How baseball gloves are made:***

<https://www.youtube.com/watch?v=orA2DtI56R8>

### ***Michelle Obama:***

<http://www.letsmove.gov/>

### ***National Women's Baseball Hall of Fame:***

<http://washdc.pages.qpg.com/hallfame/>

## MORE

### ***MLB for kids:***

<http://mlb.mlb.com/mlb/kids/>

### ***Baseball:***

<http://www.learn4good.com/games/sports/online-baseball-games.htm>

### ***Variety of electronic baseball games:***

<http://www.agame.com/games/baseball>

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[http://www.amazon.com/Crystal-Hubbard/e/B001JS2G86/ref=ntt\\_dp\\_epwbk\\_0](http://www.amazon.com/Crystal-Hubbard/e/B001JS2G86/ref=ntt_dp_epwbk_0)

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## ABOUT STORYLINE ONLINE

The SAG Foundation's children's literacy website Storyline Online streams imaginatively produced videos featuring celebrated actors to help inspire a love of reading.

Storyline Online receives millions of views every month in hundreds of countries.

Visit Storyline Online at [storylineonline.net](http://storylineonline.net)

## ABOUT THE SCREEN ACTORS GUILD FOUNDATION

The Screen Actors Guild Foundation provides vital assistance and educational programming to the professionals of SAG-AFTRA while serving the public at large through its signature children's literacy programs. Founded in 1985, the SAG Foundation is a national non-profit organization, independent from SAG-AFTRA, and relies solely on support from grants, corporate sponsorships, and individual contributions to maintain our programs and create new ones. For more information, visit [sagfoundation.org](http://sagfoundation.org)

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