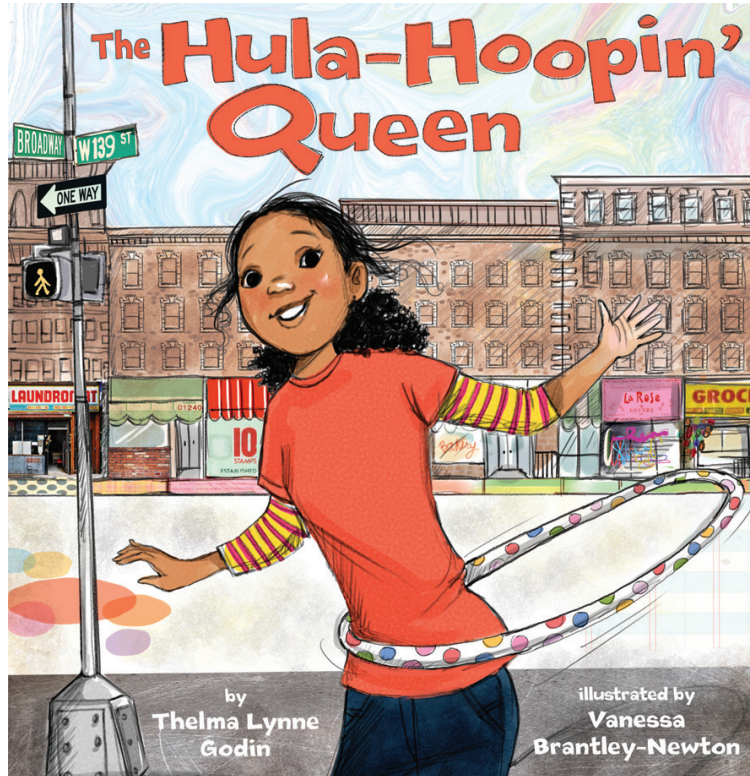


SAG-AFTRA FOUNDATION PRESENTS

Storyline Online®

A TEACHER'S GUIDE

SUGGESTED GRADE LEVEL: 2ND - 3RD



THE HULA-HOOPIN' QUEEN

WRITTEN BY THELMA LYNNE GODIN

ILLUSTRATED BY VANESSA BRANTLEY-NEWTON

Watch Oprah Winfrey
read this story
at storylineonline.net



ABOUT THIS STORY

SYNOPSIS

A spunky 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.

Kameeka is confident that today she will finally beat her rival, Jamara, and become the Hula-Hoopin' Queen of 139th Street. 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, 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. But then 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!

With vibrant illustrations by Vanessa Brantley-Newton, *The Hula-Hoopin' Queen* is a charming celebration of family and community ties. Set in Harlem, this intergenerational story shows the importance of staying young at heart.

THEMES IN THE STORY

Dreams and aspirations, Overcoming obstacles, Sharing and giving, Persistence, Holidays and traditions

READING AND WRITING

SUGGESTED GRADE LEVEL: 2ND - 3RD


ELA COMMON CORE STANDARD

Reading Literature: Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence. *Standards listed below are for 2nd and 3rd grades but can be adapted to 1st grade standards.*

BEFORE VIEWING

Standards: CCSS.SL.2.1, CCSS.SL.3.1

Objective: Tap knowledge and build background to prepare for reading the story.

- Procedure:**
- What does it mean to be “queen” of something? Ask students if they consider themselves to be queen, or king, of something. Discuss.
 - Discuss hula-hoops ( **Google It!** for information on origin). Ask students if they have ever tried to hula-hoop? Have them demonstrate how it’s done.
 - Introduce the title, *The Hula-Hoopin’ Queen*, and ask students to predict what the story will be about.

DURING VIEWING

Focus: Problem - Solution

Standards: CCSS.SL.2.2, CCSS.SL.3.2

Objective: Students will listen to identify the problem and tell how the problem was solved.

Procedure:

- Step 1:** Explain to students that every story has a problem. Ask students to listen for the problem in the story.
- Step 2:** Stop story at appropriate spots to ask questions to help students identify the problem.
- Step 3:** After listening, have students discuss the problem and solution within small groups or with a partner.
- Step 4:** Gather the class for whole group discussion.

AFTER VIEWING – FIGURATIVE LANGUAGE

- Standards:** CCSS.RL.2.4, CCSS.RL.3.4
- Objective:** Students will identify figurative language and explain its meaning.
- Materials:** Student worksheet (see page 8 for teacher examples and page 9 for student worksheet)
Computers or tablets for student use

Procedure:

- Step 1:** Teach or review the types of figurative language with students.
- Step 2:** Explain to students that they should listen to the story again to identify figurative language found in the story.
- Step 3:** Pass out the worksheet and go over directions.
- Step 4:** Complete the worksheet.
- Step 5:** Share responses and discuss literal versus non-literal meaning.

READING RESPONSE

- Standards:** CCSS.RL.2.1, CCSS.RL.3.1
- Objective:** Students will answer the prompt using at least two details from text to support the response.
- Reading Prompt:** Who is the “real Hula-Hoopin’ Queen of 139th Street”? Use details from the story to support your response.

WRITING

- Standards:** CCSS.W.2.3, CCSS.W.3.3
- Objective:** Students will write a first-person narrative piece using grade appropriate sentence structure and spelling.
- Writing Prompt:** Tell about a time when you tried to earn the title Queen (or King) of something.
- Materials:** Writing tools

Procedure:

- Step 1:** Review first-person point of view.
- Step 2:** Explain to students that they will write a story from the first- person point of view – they will be the main character in the story.
- Step 3:** Generate a list of first-person words that students should use in their story.
- Step 4:** Tell students that in the story the girls were competing very hard to be the Queen of Hula-Hoopin’. Ask students to think of a time they worked really hard to be good at something so that they could be called the Queen (or King) of ...
- Step 5:** Show students the prompt and discuss.
- Step 6:** Guide students through the Writing Process.
- Step 7:** Display student work with a sign - **Kings and Queens of ...**

ACROSS THE CURRICULUM ACTIVITIES

SCIENCE

Students will apply physics to hula-hoopin'.

MATERIALS —

2 Hula-hoops (per partners)

Duct tape

Yard stick

Timer or stopwatch

Data recording sheet (see page 11)

Teacher Prep: Make a class tally chart similar to the one below.

Applying Physics to a Hula Hoop

Science Inquiry Question: Does the weight of a hula-hoop affect how it spins?
Which do you think will spin better – a heavy hoop or a lighter one? Does it matter?

Question	Tally	Total
A heavy hula-hoop will spin better.		
A light hula-hoop will spin better.		
It doesn't matter – they will spin the same.		

PROCEDURE —

- Step 1:** Provide background knowledge about physics, force, and friction.
- Step 2:** Divide students into pairs and give each pair 2 hula-hoops.
- Step 3:** Distribute a Data Recording Sheet to each pair.
- Step 4:** Discuss the Science Inquiry Question. Ask each pair to make a prediction. Write the prediction in the space provided on the worksheet.
- Step 5:** Use the tally chart to record class predictions. Have students total the tally marks.
- Step 6:** Instruct pairs to measure and cut 3 feet of duct tape. Duct tape one hula-hoop.
- Step 7:** Explain the science procedure:
1. Start with the lighter hoop. One partner will be the hula-hooper while the other partner starts timing the hula-hooper as soon as they reach a steady pace. Time the hula-hooper for one minute and count how many full turns the hoop makes during that time. (Time can be adjusted to 30 seconds)
 2. Record the data on the worksheet. Switch rolls and repeat.
 3. Repeat the process with the duct taped hula-hoop. (Make sure the hooper doesn't change shirts while collecting data)
 4. If time permits, allow students to repeat the process more than once. Are the results consistent?
- Step 8:** Complete the data sheet.
- Step 9:** Discuss and analyze the results with the class.

MATH — GEOMETRY: CIRCLES

Students identify the circumference, diameter, and radius of a circle.

MATERIALS —

Circle outline (see *Teacher Prep* below)

Yarn or string: 3 different colors

Ruler

Scissors

Glue

Pencil

Teacher Prep: Draw an outline of a circle on paper (measure the circumference and include a center point).

Make a copy for each student

PROCEDURE —

- Step 1:** Instruct students to use a ruler to measure a piece of colored string that is equal to the circumference of the circle outline.
- Step 2:** Have students place the string around the circle outline.
- Step 3:** Introduce the term *circumference*. Tell students that this string represents the circumference of the circle. The circumference is the distance around the edge of the circle. Explain that the length of the string is equal to the circumference, because if you were to undo the circle, you would have the same length as the string. Glue the string around the outline of the circle. Label the circumference with its measurement.
- Step 4:** Introduce the term *diameter*. Diameter is the distance from one edge of the circle to the other. Tell students to take another color string and place it in the middle of the circle from one edge to the other, cutting off any extra string that extends over the border. Glue the string on the circle. Ask students to measure the piece of string and write its measurement above. Explain that this straight piece of string going through the center of the circle is the diameter. Label the diameter.
- Step 5:** Introduce the term *radius*. Explain that the radius is the distance from the center point to any point on the circumference of the circle. Take the third color string. Instruct students to measure the string so that it is half the length of the diameter. Glue one end of the string to the center point of the circle. Explain that this piece of string represents the radius. The radius is one half of the diameter. Explain that the radius is the same length from the center point to any point on the circumference. Have students move the radius around the circle. Glue the radius in place and label.
- Step 6:** Have students write the definition of each term on the sheet.


ART – KANDINSKY CIRCLE ART

Students learn about Wassily Kandinsky and his circular color studies.

MATERIALS —

Poster Paper

Markers or crayons

Examples of circular art by Kandinsky ( Google It!)

PROCEDURE —

- Step 1:** Introduce students to the visual artist Wassily Kandinsky and point out that he was also a talented musician.
- Step 2:** Show students an example of his circular color art.
- Step 3:** Explain to students that color often relates to emotions: red- anger; blue- calmness or loneliness; yellow- happiness, contentment; green – harmony; black- sadness, etc.
- Step 4:** Discuss Kandinsky’s works and how it makes them feel.
- Step 5:** Have students fold the drawing paper into six squares.
- Step 6:** Draw and color a different size circle in each square.

Extend It: Play music while students are drawing and have them use the colors to represent how the music made them feel as they were drawing.

PHYSICAL EDUCATION – HULA-HOOP RELAY

MATERIALS —

1-4 Hula-hoops

PROCEDURE —

- Step 1:** Divide students into two teams. Have each team form a straight line.
- Step 2:** Explain the rules:
- The hula-hoop must not touch the ground at any time
 - The circle of hands must not be broken
- Step 3:** Have each team join hands in a line.
- Step 4:** Have the first person in line place the hula-hoop on her shoulder, then join hands with the last person in line to form a circle.
- Step 5:** Have each person wriggle and squirm through the hoop to help move it around the circle until it makes its way back to the beginning. Don’t let the circle break and remember the rules.
- Step 6:** The winner is the first team to complete the circle.
- Step 7:** You can add a second or third hula-hoop for more of a challenge

The Hula-Hoopin' Queen

Figurative Language Examples (teacher use)

Simile

Mama stands as still as water in a puddle
....noddin' her head like a spring robin
looking for a worm
My heart is racing as fast as the roller
coaster on Coney Island
The candle glows as bright as the smile on
Miz Adeline's face.
The streetlights shine like stars

Metaphor

Trucks ... throwing up heat and dust from
the pavement.
Mama is madder than a hornet.
The sidewalk is cooler than a spring rain.

Idioms

The itch - The Hula-Hoopin' itch
She gives me her look.
I see Jamara hoopin' on the corner
I was born ready
Heat washes up over me and I stamp my foot.

Onomatopoeia

ring, snappin', tappin', swish, clatter

Hyperbole

We polish each window 'til we can see clear
to New Jersey.
A grin greater than the Brooklyn Bridge
stretches across my face.

Name: _____

The Hula-Hoopin' Queen

Figurative Language Worksheet

Figurative Language is when you use a word or phrase that does not have its normal everyday literal meaning. Writers use figurative language to make their work more interesting. Some examples of figurative language are:

Simile – a figure of speech comparing two unlike things using *like* or *as* - *Her hair was as soft as silk.*

Metaphor – states a fact or draws a verbal picture by comparing two things - *Her hair was silk.*

Idiom – an expression whose meaning is not understood from the usual meanings of the words used - *I am the hula hoopin' queen!*

Hyperbole – big exaggeration, usually with humor - *I'm so hungry I could eat a horse!*

Onomatopoeia – words that imitate sound - *bing, bang, boom*



Directions: Listen to the story for figurative language. Write the example, what it really means, and the name of the figurative language in the chart below. An example is done for you.

Figurative Language	Real Meaning	Name of Figurative Language
Hula hoopin'	Someone who is the best hula hooper.	Idiom

Names: _____

Applying Physics to Hula-Hoopin'

SCIENCE INQUIRY QUESTION: Does the weight of a Hula-Hoop affect how it spins?

Discuss the question and circle your prediction:

We think a heavy Hula-Hoop will spin better.

We think a lighter Hula-Hoop will spin better.

We don't think weight matters.

Gather Data:

One partner is the Hula-Hooper and the other partner times and counts the number of spins. Record results. Switch rolls. Repeat process two more times.

Hula-Hoop	Partner 1 - Number of Spins			Partner 2 - Number of Spins		
	Try 1	Try 2	Try 3	Try 1	Try 2	Try 3
Light Weight						
Heavy Weight						

Use the data to answer the questions:

Which Hula-Hoop spun faster? _____

Which one was easier to spin? _____

Was the fastest Hula-Hoop also the one that was the easiest to spin, once it got going?

Did both partners get the same results? _____

Was your prediction correct? _____

Explain what you learned about physics from this experiment.

ABOUT US

ABOUT STORYLINE ONLINE

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ABOUT THE SAG-AFTRA FOUNDATION

The SAG-AFTRA 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 program. Founded in 1985, the Foundation is a national non-profit organization that relies solely on support from grants, corporate sponsorships, and individual contributions to fund our programs. Visit sagaftra.foundation.

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