

# EDUCATOR GUIDE

## THE TOTALLY AWESOME WORLD OF CAITLIN CLARK

LEARN ALL THERE IS TO KNOW ABOUT  
YOUR FAVORITE ALL-STAR

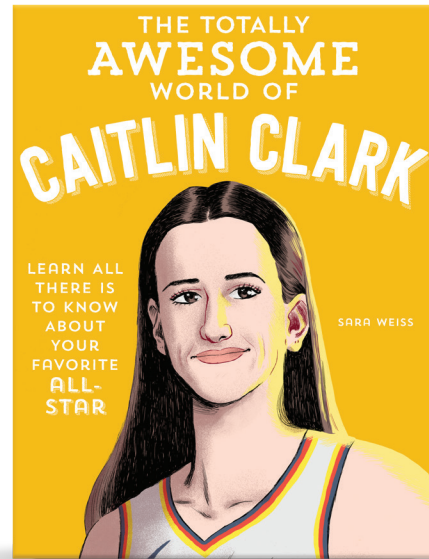
by *Sara Weiss*

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Ages 8 to 12, Grades 3 to 7

128 pages, Paperback, 6.7 x 8.8 inches



Dear Teacher Superstar,

Welcome to *The Totally Awesome World of Caitlin Clark*! Now that you and your students are here, you'll never want to leave! That's what The Caitlin Clark Effect does to you! Caitlin's rise to global stardom has left everyone wanting more, and Sara Weiss delivers what we all are looking for...all there is to know about our favorite all-star! From her in-depth research on Caitlin and the WNBA, to the high-action photographs, athletic and personal challenges, and factual and historical blurbs, Sara Weiss gives every reader something to connect with. Whether you're a basketball fanatic or you've never set foot on a court, this book offers something for all. It makes readers believe in hard work, determination, and the magic of a childhood dream.

Sara Weiss doesn't shy away from difficult and sometimes overlooked topics, including the challenges of playing sports as a woman and the role race plays in sports, the media and society. This book is so impactful for young girls and boys alike; it teaches about the women in history who have paved the way for women's sports to progress and evolve, and it calls on young people to set goals, to have dreams, and to continue to support the growth of women's sports.

This book encourages us all to dream big. Caitlin was just a young kid in Iowa who dreamed of playing basketball, and now she is a basketball superstar! If Caitlin can do it, so can your students! Our students have big dreams of their own, and by giving them opportunities to explore those dreams, we can support and encourage them all while helping them grow academically. The activities in this guide give students a chance to uncover their potential and have fun while doing it!

## DISCUSSION QUESTIONS

1. In Chapter 4, Caitlin writes down her dreams for a 3rd grade assignment. One of her dreams was to meet her idol, Maya Moore. When she finally does meet her, how does Maya treat her? How does the way Maya treats Caitlin impact young Caitlin?
2. Throughout the book, Weiss continuously refers to Caitlin's commitment to being the best. How is Caitlin able to become so great? What steps does she have to take to achieve her goals?
3. In Chapter 3, Caitlin and the Hawkeyes lose their game against Creighton 64-62. They are out for the season, and Caitlin and the team are crushed. How does this loss affect Caitlin? What does she do differently after that loss? How does it help to propel her forward in her career?
4. Caitlin doesn't ever win the NCAA championship. However, she never gives up. Think about a time when you didn't achieve something. How did it change you? How does this change Caitlin?



5. “The Caitlin Clark Effect” makes a big impact on the WNBA and women’s sports in general. On page 63, Sara Weiss says “The Caitlin Clark Effect was putting women’s basketball in the spotlight and young girls across the country were watching. If Caitlin can do this, I can too.” What does this mean to you? What do you think it means to young people around the country? How has support for women’s sports by both boys/men and girls/women evolved throughout history? Explore and explain.
6. In Chapter 4, Sara Weiss discusses the double standard of Angel Reese and Caitlin Clark. How do these two young women handle this situation? How do they feel about one another? What can we learn from them?
7. The Caitlin Clark Effect has inspired the next generation of sports fans just like Maya Moore inspired her. How does Caitlin give back to her fans? What are some things you can do to give back to the people in your life who have supported you over the years?

## INTERDISCIPLINARY ACTIVITIES

### PRE-READING | TEXT FEATURES TRAINING

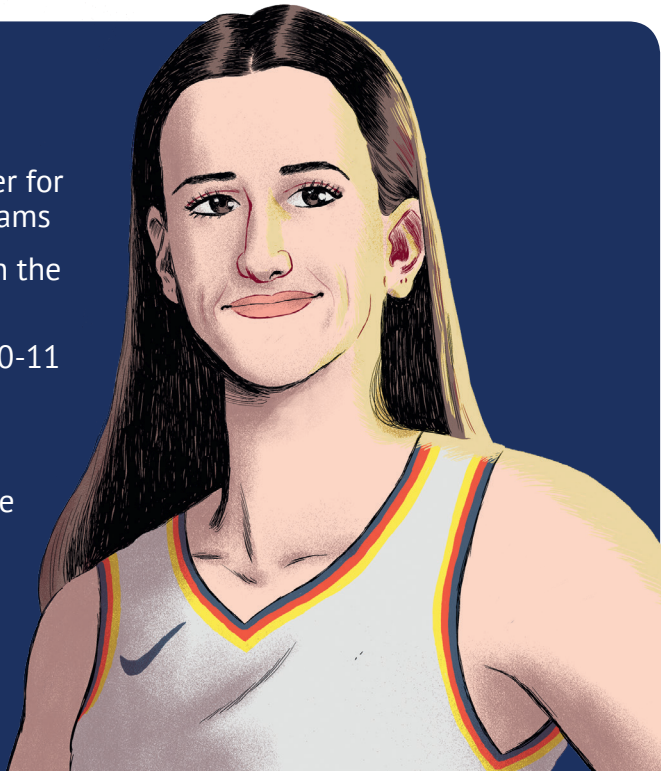
**Materials:** copies of Text Features Training worksheet

Caitlin had to practice and train A LOT to get to where she is today. Instead of training to strengthen our basketball skills like Caitlin does, let’s train our brains and practice understanding text features!

Text features, or any component of the text that is not the main body, can be a difficult concept for students, but with a high interest book like *The Totally Awesome World of Caitlin Clark*, it can be an easy layup!

Before reading the book, first introduce or review the text features you would like your students to identify within the book. Teachers, below is a sneak peek of a few examples that are in the text. Don’t share page number locations with students! They’ll be competing to locate them later:

- **Table of Contents:** lists which pages chapters begin; p.3
- **Headings:** break up the text and make it easier for the reader to find information; p.11 Early Dreams
- **Sidebars:** add more information to the text on the side of the page; p.11 Who is Maya Moore?
- **Photographs:** photos taken by a camera; pp.10-11
- **Diagrams:** show the parts of something; p.21 Positions on the Court
- **Bolded Words:** make words stand out; they are often key words; p.22 Jan Jensen
- **Definitions:** define unknown words; pp.45-47 Passes
- **Fact Box:** gives fun or interesting facts about the text; p.51 Historic Upset



After reviewing the different text features and why authors might use them in their books, allow students to work in groups to identify these text features in *The Totally Awesome World of Caitlin Clark*. Use the provided Text Feature Training worksheet or sticky notes to mark the page numbers. Have students compete to find the most text features! Race against the clock!



**Extension:** Find other nonfiction texts about WNBA players or other athletic or cultural role models your students are interested in. Create a scavenger hunt to locate specific text features!

**CCSS.ELA-Literacy.RI.3.5.**

**Use text features and search tools (e.g., key words, sidebars, hyper-links) to locate information relevant to a given topic efficiently.**

**CCSS.ELA-Literacy.RI.4.5.**

**Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.**

**Relationship Skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

## GOAL-GETTER

**Materials:** copies of Be a Goal-Getter worksheet

After reading *The Totally Awesome World of Caitlin Clark*, it's time to set your own goal. You may have heard of SMART\* (Specific, Measurable, Achievable, Relevant, and Time-Bound) goals, but what about **CLARK** (Creative, Lifelong, Awesome, Reachable, and Kind) goals?

Time to alley-oop into becoming a goal-getter just like Caitlin! From an early age, Caitlin knew exactly what she wanted to do with her life. Through her experiences, both her achievements and her failures, she was able to accomplish her goals.

In this activity, students will be able to create their own life goals. From 3rd grade and beyond, this activity can be extremely valuable and something to revisit each year!



- Introduce the idea of CLARK goals. Have students brainstorm how they might define each CLARK goal. Discuss the difference between short-term and long-term goals.

- Make an anchor chart together with the student-generated definitions (or give each student a handout with the following definitions or teacher-generated definitions).

**Creative:** imaginative, original, inspiring, trailblazing

**Lifelong:** lasting a long time or continuing through life

**Awesome:** terrific, extraordinary, has the WOW factor

**Reachable:** able to accomplish, doable, achievable

**Kind:** helpful, gentle, friendly, nice

- After defining each letter of CLARK goals, have students work independently on their goal-setting worksheet. You may choose to have students share with one other or keep these goals to themselves. Remember, this activity is lifelong! Check in with students monthly to see how they are progressing with their CLARK goals!

### CCSS.ELA-LITERACY.W.3.10

**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**

**Self Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

**Self Awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

\*activity inspired by George T. Doran's SMART goals framework

An illustration of a girl in a blue jersey and red shorts, jumping to shoot a basketball. The text "MAKE IT COUNT" is written in a bold, blue, hand-drawn font with radiating lines above it. A large, stylized blue star is positioned to the right of the girl. The background is a solid dark blue.

## MAKE IT COUNT

Practice makes perfect (or permanent!)? On page 33, Sara Weiss reveals Caitlin's personal shooting session schedule. You can, of course, follow this to improve your basketball skills. You can also use this to work on your math skills!

Using page 33, have students create their own word problems that revolve around Caitlin's schedule. Get creative and quiz your classmates! Examples:

- If Caitlin practices stationary shots 8 minutes per day for 5 days a week, how many minutes does she practice?
- Caitlin practices drills for 60 minutes each week. If she practices 5 days a week, how many minutes does she need to practice each day?

### CCSS.MATH.CONTENT.3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.<sup>1</sup>

### CCSS.MATH.CONTENT.4.OA.A.3

Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

**Self Management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

This educator guide was created by Room 228 LLC, with public school teacher Shanika Parker as lead educator. We at Room 228 believe in setting goals, in working hard to reach those goals, and in supporting one another along the way to the hoop!

For more information, visit [rm228.com](http://rm228.com).

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## TEXT FEATURES TRAINING

Text Feature	Page #	Why is it important?

This worksheet was created by Room 228 LLC. For more information, visit [www.rm228.com](http://www.rm228.com).

# THE TOTALLY AWESOME WORLD OF CAITLIN CLARK

## BE A GOAL-GETTER WITH CLARK GOALS!

Creative, Lifelong, Awesome, Reachable, and Kind

What are your **CLARK** goals?

C- \_\_\_\_\_

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L- \_\_\_\_\_

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A- \_\_\_\_\_

\_\_\_\_\_

R- \_\_\_\_\_

\_\_\_\_\_

K- \_\_\_\_\_

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This worksheet was created by Room 228 LLC. For more information, visit [www.rm228.com](http://www.rm228.com).