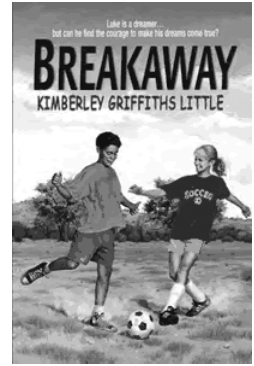


A Teacher's guide for:



BREAKAWAY

KIMBERLEY GRIFFITHS LITTLE



SYNOPSIS

Twelve year old Luke Espinosa dreams of becoming a great soccer player—a dream that seems impossible since he's never played soccer and can't even afford a ball. One day he finds an old discarded soccer ball and his spirits soar. Now he can practice everyday until he's good enough to make the school team. And when Luke discovers that his father, who left home when he was a baby, is a professional soccer player, he is even more determined. Soccer is in his genes!

But Luke's efforts are being ridiculed and challenged by one of the school's star players, and that causes Luke to make an impossible deal. His team will meet the bully's for a match. The trouble is, Luke doesn't have a team or any soccer skills. All he has are his dreams. But it's time for Luke to stop dreaming...and find the inner courage to *make* his dreams come true.

"An Excellent First Novel!"
-NM Kids Magazine

"Fast paced story both boys and girls will enjoy!"
-Booklist

"The author has created a fully realized character."
-School library Journal

"A compelling story...a fine book."
-Farmington Times

*Pennsylvania
Children's
Choice List,
2000-2001*

*Battle of the
Books Choice,
1998-1999*

<http://www.soccer.org/>
(AYSO Soccer Website)

<http://www.fifa.com/index.html>
(Federation Internationale
de Football Association)
Spanish/English History
and interesting facts)

<http://www.internetoccer.com>
(See Youth Soccer)

WEB SITE ACTIVITIES

- Use the websites listed to learn more about soccer. Explain the positions of the players and research more about the rules of the game. What other interesting facts can you find?
- What does AYSO stand for? Is there a soccer league in your town or city? Can you find them on the website?
- Write a page describing what you learned about soccer.



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GROUP DISCUSSION/JOURNAL QUESTIONS

Chapter 1: What do you think Luke was feeling when he watched the Falcons play? Was it easy for him to be there? What were some things that might have made him feel uncomfortable?

Chapter 2: What kind of a person does Luke seem to be? Do you think Luke acts like a typical 12 year old? Describe Luke's personality as if he were your friend.

Chapter 3: How would you feel if you saw a picture of a father you never met? How do you think Luke feels towards his mother right now?

Chapter 4: How would you react if someone treated you the way Paul treated Luke? Why do you think Paul treats Luke the way he does?

Chapter 5: Why do you think Mr. Perea would tell Luke to forget about soccer and go to college? Do you think he meant it?

Chapter 6: What did Luke do in this chapter that showed his determination to achieve his dream? Why do you think Luke's mother did not want him going in the storage shed?

Chapter 7: What important discoveries did Luke make? How do you think he felt towards his mother? How did these events affect him?

Chapter 8: Do you think it was a good idea for Luke to write his dad? What do you think Luke was hoping would happen?

Chapter 9: How do you think Luke's mother felt when she found out what he did? What did Rosie do to show Luke she really cared about him? What do you think about Amelia?

Chapter 10: Why do you think Luke made the challenge he did with Paul? What do you think will happen in the end?

Chapter 11: How does Luke feel about the challenge he made with Paul? What does Luke hope will happen?

Chapter 12: How would you feel if you received a letter like Luke did? What do you think about Luke's father?

Chapter 13: How does this letter affect Luke and his mother? Do you think it is good that they finally heard from Ricardo Espinosa or do you think they were better off before?

Chapter 14: Why did Luke choose Amelia to be the coach of his team? What does this say about Luke's character?

Chapter 15: Was it easy for Luke to recruit players for his team? Why do you think it was so hard for him?

Chapter 16: How do you think Luke felt when Paul showed up at his practice? What do the girls in the community have in common with Luke?

Chapter 17: How do you think Luke felt the night before the game with the Falcons? Why do you think he read the letter from his father again? How did he feel about his father now? How did he feel about his mother now?

Chapter 18: What do you think went across Luke's mind when he saw Paul talking to his father? Do you think he is still jealous of Paul? How are the Panthers feeling during the first half of the game? How do you think Luke felt when Rosie and Mr. Perea showed up?

Chapter 19: The score was Falcons 4, Panthers 1. Why did it feel like the Panthers won? The term "Breakaway" refers to the situation in soccer when an offensive player moves past the defense and stands one-on-one with the goalie, ready to score. How does this parallel Luke's life regarding his dream?



INTEGRATION IDEAS

Physical Education Connection:

Have the students set up soccer drills like the one's Amelia had Luke's team do in preparation for their important game. Do these drills for a week or more. Have the students record their feelings about how they felt going through the drills. Have them compare their thoughts in the first journal entry with their last entry. How did their feelings change?



History Connection:

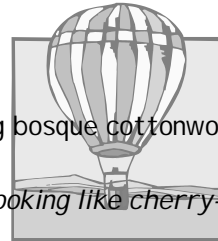
Using the websites listed on the first page, have the students research the history of soccer. Have them answer questions such as, where soccer was invented? When was it first recognized as a sport? How have the rules changed over the years? What equipment do soccer players use?



SIMILE ACTIVITY

"The sun had dropped. It *hung like an orange balloon* above the towering bosque cottonwood forest."

"...a portable heater rattled loudly in the corner, it's burning wire rods *looking like cherry-red licorice ropes*."



Kimberley Griffiths Little uses descriptive language very effectively. Have the students keep a list in their journal when they notice similes, like the ones above, or other phrases that help them visualize the story. Use the following activity to help them enhance their own writing skills.

Have the students work in pairs or small groups.

- Distribute old magazines, and have the students cut out 5 pictures of objects they like.
- Have the students look carefully at each picture and write a sentence that describes the object either using a simile or other descriptive language.
- Have the students glue their pictures to a large poster board and attach or write their sentences below each picture. There should be at least 2 different sentences below each picture.
- Display the posters around the room and have the students view and critique the sentences. Discuss which sentences were most effective and why.



"Goal" Activity

1. Write 5 goals that you have in the spaces provided around the soccer ball.
2. Write your name and the date on the bottom of the ball.
3. Cut out/decorate and display around the classroom.
4. Discover your friend's goals and dreams and think of ways to help them achieve them, just like Luke's friends helped him!

