

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...

- Independently read literature forms, including chapter books, biographies, poems, plays and fictions works that have been adapted to student reading level.
- Independently answer explicit questions about a story, play or poem using strong textual evidence.
- Independently answer inferential questions, conclusions or summaries using strong evidence from the story, play or poem.
- Compare literal and implied meaning presented in a story, play or poem.

Level 2 Students will...

- Read supported and shared literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student reading level.
- Select pictures or text to answer an explicit question about a story, play or poem.
- Select pictures or text to answer an inferential question about a story, play or poem.
- Identify implied meaning in a literary text with support.

Level 1 Students will...

- Actively participate in supported reading of literature forms, including chapter books, biographies, poems, plays and fiction works that have been adapted to student ability level.
- Select pictures or text from a story, play or poem to answer an explicit question through an active participation response (e.g., voice output device, eye gaze choice board).
- Select pictures or text from a story, play or poem to answer an inferential question through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

 **Topic Connection**

In this unit's Chapter Book, *The Summer Olympics*, students will follow Keisha, JR and Julie as they learn about teamwork and healthy routines while exploring the Summer Olympics and Special Olympics. In this chapter, *U.S. Olympians*, Keisha, JR and Julie learn about some famous Olympians of the past.



Topic Words



athlete	compete	Olympics
cheer	event	practice
coach	medal	sport



Literacy Words

author	cover	read*
book	illustration/picture*	title
chapter	illustrator	

* Power Words

Benchmark Assessments

- Reading: Reading Level Assessment
- Reading: Reading with Symbols and all Benchmark Assessments in the Reading section of the GPS
- Early Learning: Phonemic Awareness Phoneme Blending
- Emerging Skills: Early Emerging Reading Rubric

Unit Checkpoint Assessments





- Level 2 and 3 Reading
- Level 1 Combined Content, Questions 1 and 2

An informal assessment of a verbal student's reading abilities may be obtained using the Unit Tools: Reading Observation.





Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
<p>? See how these activities fit into the Suggested Unit Pacing.</p>			
 ULS Materials and Resources	Chapter 4: U.S. Olympians (Level H/I) Communication Board Standards Connection A	Chapter 4: U.S. Olympians (Level H/I, F/G or F/G Symbol-Supported) Communication Board	Chapter 4: U.S. Olympians Communication Board Comprehension Questions (Fill-In and Multiple-Choice, Levels 3-1) Advanced Questions Fill-In Cards  Standards Connection B Standards Connection C
Instructional Guides: Active Participation Scripts Instructional Guides: Instructional Tips SymbolStix PRIME L ³ Skills: Language Arts Skills			
 Additional Materials			

Licensed to: cassandra.busby@glynn.k12.ga.us 2024-03-11 01:42 PM

 **Instructional Targets**

Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.
- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.
- **Craft and Structure:** Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Instructional Routine**



Before Reading	<ul style="list-style-type: none"> ● Use Lesson 15, Activity 3 to introduce and review the Topic Words: athlete, cheer, coach, compete, event, medal, Olympics, practice, sport. As you read, consider using Lesson 15, Activity 5 to help students use context clues to find the meaning of words in the text. ● Continue talking about the Olympics. Ask a focus question such as, "What events do athletes participate in?" Discuss students' responses. ● Display Chapter 4, U.S. Olympians (Level H/I), and read the title. Use Standards Connection A to provide a visual. ● Preview the chapter. Point out the illustrations of famous athletes. Then say, "As I read today, it is your job to remember the name of a famous Olympic athlete and the sport they played." ● Review the learning goal with students: I will remember the name of a famous Olympic athlete and the sport they played.
During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> ● Read aloud with fluency and expression. ● Call attention to the name of each athlete. <p>Comment on People, Setting and Events</p> <ul style="list-style-type: none"> ● Comment on how the illustrations and text help you learn about famous Olympic athletes. For example, on page 31 of the book, say, "This is a picture of Simone Biles. The text says that Simone Biles is a great gymnast. She was the first U.S. female gymnast to win four gold medals at one Olympics." ● Point out the implied meaning of a selection of text. For example, on page 28, the text says, "A coach cheers and encourages the athlete." Ask students, "What feeling does the word 'cheer' give?" Explain that the word 'cheer' implies or gives the feeling of joy because the coach is supporting an athlete. <p>Discussion Questions</p> <ul style="list-style-type: none"> ● Read and discuss the questions at the bottom of each page in the chapter. Help students find evidence in the text to support their answer to explicit and inferential questions. For example, on page 33, the discussion question asks, "Why are Olympic athletes from the past important?" Model how to find the clues in the text to answer the question. Say, "The book says, 'They set records and won medals.' I know they must have worked hard to win a medal. I think people will remember and look up to these athletes."
After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal. Ask, "Who was a famous Olympic athlete? What sport did they play?" <p>Level 3: Have the student independently describe a famous Olympic athlete and the sport they played. Provide prompts such as, "Who was a famous Olympic gymnast?"</p> <p>Level 2: Have the student identify a famous Olympic athlete and the sport they played by completing the following sentence frame: Simone Biles was a famous Olympic _____. Picture supports such as the Communication Board or the story illustrations may be used as needed.</p> <p>Level 1: Have the student answer a question or complete the sentence frame from Level 2 practice by making a selection from a narrowed field or errorless choice(s).</p> <ul style="list-style-type: none"> ● Continue discussion by discussing any other athletes the students may know. ● Use Standards Connection A to discuss and compare different book genres and student preferences.

 **Check Understanding** 









- ✳ **Level 3:** Can the student describe an Olympic athlete and the sport they played?
- ✳ **Level 2:** Can the student identify an Olympic athlete and the sport they played? How?
- ✳ **Level 1:** Can the student identify an Olympic athlete and the sport they played by making a selection from a narrowed field or errorless choice(s)?

 **Instructional Target**




Reading Standards for Literature

- **Range and Level of Text Complexity:** Experience grade level and age-appropriate literature materials, including poems, plays, biographies, chapter books, fiction and nonfiction works, that are adapted to student reading level.

This Leveled Chapter Book is presented in three leveled formats: Level H/I, Level F/G and Level F/G Symbol-Supported. Select the level of book and the reading routine appropriate for each student.

	Instructional Routine	?  or 		Instructional Routine	?  or 				
Guided Reading			Shared Reading						
Before Reading	<ul style="list-style-type: none"> ● Introduce the chapter by having students share what they have learned about famous Olympians. ● Use the following Topic Words in conversation about the chapter: athlete, cheer, coach, compete, event, medal, Olympics, practice, sport. Have students locate the words in the chapter. ● Read the first three pages aloud, introducing students to the structure of the language. ● Review the learning goal with students: I will read a chapter. 		Before Reading		<ul style="list-style-type: none"> ● Introduce the chapter by having students share what they have learned about famous Olympians. ● Use the following Topic Words in conversation about the chapter: athlete, cheer, coach, compete, event, medal, Olympics, practice, sport. Help students locate the words in the chapter. ● Review the learning goal with students: I will read a chapter. 				
	During Reading	<ul style="list-style-type: none"> ● Listen as students read quietly to themselves. ● Monitor fluency. ● Model, prompt or support use of skills and strategies.  			During Reading		<ul style="list-style-type: none"> ● Read aloud while students follow along. ● Provide supports that allow students to join in the reading. Supports may include choral reading, echo reading or use of a voice output device or eye gaze board. ● Monitor print concepts and fluency. ● Model and support use of skills and strategies.  		
		After Reading					<ul style="list-style-type: none"> ● Revisit the learning goal and talk with students about the chapter. ● Have students locate the High-Frequency Words: at, began, best, four, jump, learn, run, win. 		After Reading

 **Check Understanding** 

-  **Level 3:** Can the student independently read chapter books adapted to personal reading level?
-  **Level 2:** Can the student read chapter books adapted to personal reading level with support?
-  **Level 1:** Can the student actively participate in reading chapter books adapted to student ability level? How?

 **Instructional Target**

Reading Standards for Literature

- **Key Ideas and Details:** Use strong textual evidence to answer explicit questions about the main ideas and details (character, plot, setting) of a story, play or poem. Use strong textual evidence to answer inferential questions, conclusions or summaries about the main ideas and details (character, plot, setting) of a story, play or poem.






Instructional Routine



Introduce	<ul style="list-style-type: none"> • Introduce this activity by asking a focus question about the chapter. For example, ask, "What does a coach do—help athletes or bake bread?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, U.S. Olympians. Explain that the answers to these questions can be found in the chapter. For example, say, "I am going to ask you questions about the chapter, U.S. Olympians. Your job is to answer the questions. You can use the chapter to help you." • Review the learning goal with students: I will answer questions about the chapter.
Model	<ul style="list-style-type: none"> • Review the chapter. Use Standards Connection B to aid in the review by retelling the story with the main theme and key events. • Display the Comprehension Questions. Multiple levels have been provided. Use the level that best meets your students' needs. Read the first question aloud. Model how to find the answer in the chapter by going back and reading the text. For explicit questions, point out how to find the answer to the question based on what the text says. For inferential questions, point out that the answer will not be directly in the text, but you can find the answer based on clues. Model how to find clues to answer an inferential question. • Model how to mark or select the correct answer based on the evidence found in the chapter. For explicit questions, point out the answer that matches a sentence in the text. For inferential questions, show how to select the answer based on the clues found in the text.
Provide Practice	<p>Choose the most appropriate activity format on the basis of each student's skills and needs.</p> <p>Level 3: The questions are text only. Have the student answer the questions independently.</p> <p>Level 2: The questions are text only and the answers are symbol-supported. Have the student answer the questions by selecting a picture.</p> <p>Level 1: The questions are written in a symbol-supported sentence strip format. Have the student answer the questions by selecting from a narrowed field or errorless choice(s).</p>
Review	<ul style="list-style-type: none"> • Revisit the learning goal. Talk with students about where they found the answers to the questions. Point out that answers to questions can usually be found in the text or pictures. • Use Standards Connection C to continue discussion about the chapter and guide students in identifying and discussing the structure and feelings the author creates within the story.



Check Understanding 

-  **Level 3:** Can the student independently answer questions about the chapter?
-  **Level 2:** Can the student answer questions about the chapter by selecting a picture?
-  **Level 1:** Can the student answer questions about the chapter by selecting a picture?
How many choices were presented?



Questions and Answers

records coach sport athletes medals

Fill-In (Levels 3-1)

1. Many _____ will compete in the 2024 Summer Olympics. (athletes)
2. Each athlete has a _____ they do best. (sport)
3. Athletes want to set _____ in their sports. (records)
4. A _____ helps the athlete. (coach)
5. In 2024, new athletes will compete to win _____. (medals)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (basketball, athletes*, cows)
2. What does each athlete have that they do best? (sport*, medal, dinner)
3. What do athletes want to set for their sports? (goals, rules, records*)
4. Who helps the athlete? (doctor, coach*, fish)
5. What is important to know about this chapter?
 - Most athletes do not practice.
 - Gymnastics is not an Olympic sport.
 - Athletes work hard to win medals.*

Fill-In Advanced

1. Many athletes come to the _____ hoping to set new records. (Olympics)
2. Olympic athletes work hard to do their _____ and set records. (best)
3. They _____ every day. (practice)
4. A coach _____ and encourages the athlete. (cheers)
5. Carl Lewis was a fast _____ and jumper. (runner)

Multiple-Choice Advanced

6. Who was an Olympic swimmer from the past? (Mark Spitz*, Michelle Obama, Taylor Swift)
7. Who is a famous Olympic gymnast? (Oprah Winfrey, Bill Gates, Simone Biles*)
8. What sport did Carissa Moore win a gold medal in? (running, surfing*, gymnastics)
9. Why is it important for an athlete to have a coach?
 - The coach tells them what to work on to get better.*
 - The coach gets the medal if the athlete wins.
 - The coach helps the athlete make dinner.
10. Why are athletes of the past important?
 - They will compete in the next Summer Olympics.
 - They achieved great things for today's athletes to look up to.*
 - They will star in a movie this summer.



 **Instructional Targets**

Reading Standards for Literature

- **Integration of Knowledge and Ideas:** Compare and contrast different works of literature (foundational American literature, classical/modern, same time period, other cultures); identify personal preferences.


 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • Experience various forms of literature having various themes and identifying similarities and differences. 	<ul style="list-style-type: none"> • Identify how two stories are similar or different. 	<ul style="list-style-type: none"> • Select a book or story of personal preference.


Fiction works tell a story that is made up in the writer's imagination. Fiction stories are not true. Nonfiction works tell facts about a topic. Nonfiction stories are true. Have students use the book features and pictures to discuss, locate and answer the questions about genre, and select the type of book they prefer.

Lesson 9 - Chapter 4
Standards Connection A


9
Standards Connection A



What is the title of this chapter?




What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?

Fiction

Nonfiction




What is the chapter topic?


Biography

Social Studies

Science



Compare this book to a Chapter Book that has been read recently.




What kind of book would you choose?

Picture Book

Chapter Book

Comic Book

Book with facts

 Copyright © 2023 n2y, LLC. All rights reserved. Unique Learning System®, 2023-2024

HIGH SCHOOL, Unit 10
Lesson 9

 **Instructional Targets**

Reading Standards for Literature

- **Key Ideas and Details:** Objectively summarize a story, play or poem including main characters, events and key details. Analyze how the main idea, characters, setting and plot of a story, play or poem support a theme and its development. Determine one or two themes of a story, play or poem.

Standards for Speaking and Listening

- **Presentation of Knowledge and Ideas:** Present information in an organized manner and appropriate to a task, an audience or a situation.

Standards for Language

- **Knowledge of Language:** Demonstrate conventions of language to communicate effectively when speaking or writing in varied contexts.

 **Differentiated Tasks**

Level 3 Students will...

- Independently summarize a story, poem or play without using personal opinions.
- Independently identify examples of the main idea and key details from a story, play or poem that support the development of a theme.
- Independently identify one or two themes of a story, play or poem.
- Communicate on a topic specific to the purpose and audience.
- Apply conventions of language to generate sentences specific to the purpose when speaking or writing.

Level 2 Students will...

- Summarize the them/central idea of a story, play or poem using no personal opinions with support.
- Identify examples of the main idea and key details from a story, play or poem that support the development of a theme with support.
- Identify the theme of a story, play or poem by pointing to pictures or text..
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.


Level 1 Students will...




- Summarize the theme/central idea of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify examples of the main idea and key details from a story, play or poem that relate to the development of a theme through an active participation response (e.g., voice output device, eye gaze choice board).
- Identify the theme of a story, play or poem through an active participation response (e.g., voice output device, eye gaze choice board).
- Communicate basic information on a topic or experience, using communication technology and picture supports.
- Use language to share an idea with others.


Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events. **Standards for Language** are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.

Lesson 9 - Chapter 4
Standards Connection B

9
Standards Connection B

 **Main Idea (What is this story about?)**

In the beginning... 	
Then... 	
At the end... 	

 **What is important to know?**

Copyright © 2023 n2y, LLC. All rights reserved.
Unique Learning System®, 2023-2024

HIGH SCHOOL, Unit 10
Lesson 9

 **Instructional Targets**

Reading Standards for Literature











- **Craft and Structure:** Analyze the structure of a story, play or poem to determine how the order of events affect the meaning, mood or style. Identify and compare what is stated directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

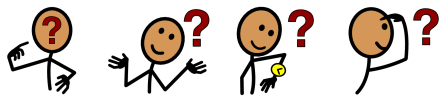




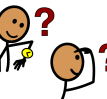
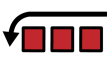
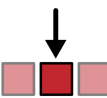
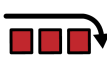

Level 3	Level 2	Level 1
<p>Students will...</p> <ul style="list-style-type: none"> ● Describe how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Compare literal and implied meaning presented in a story, play or poem. 	<p>Students will...</p> <ul style="list-style-type: none"> ● Use picture supports to identify how the placement of events and scenes in a story, play or poem add to the meaning or style with support. ● Identify implied meaning in a literary text with support. 	<p>Students will...</p> <ul style="list-style-type: none"> ● Identify a picture representing how the placement of events and scenes in a story, play or poem add to the meaning or style from a narrowed field or errorless choice(s). ● Identify implied meaning in a literary text from a narrowed field or errorless choice(s).

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know what feelings the story suggests. Use the Story Board according to your students' needs by completing it once for the whole book, or selecting one or more features to complete for each chapter.

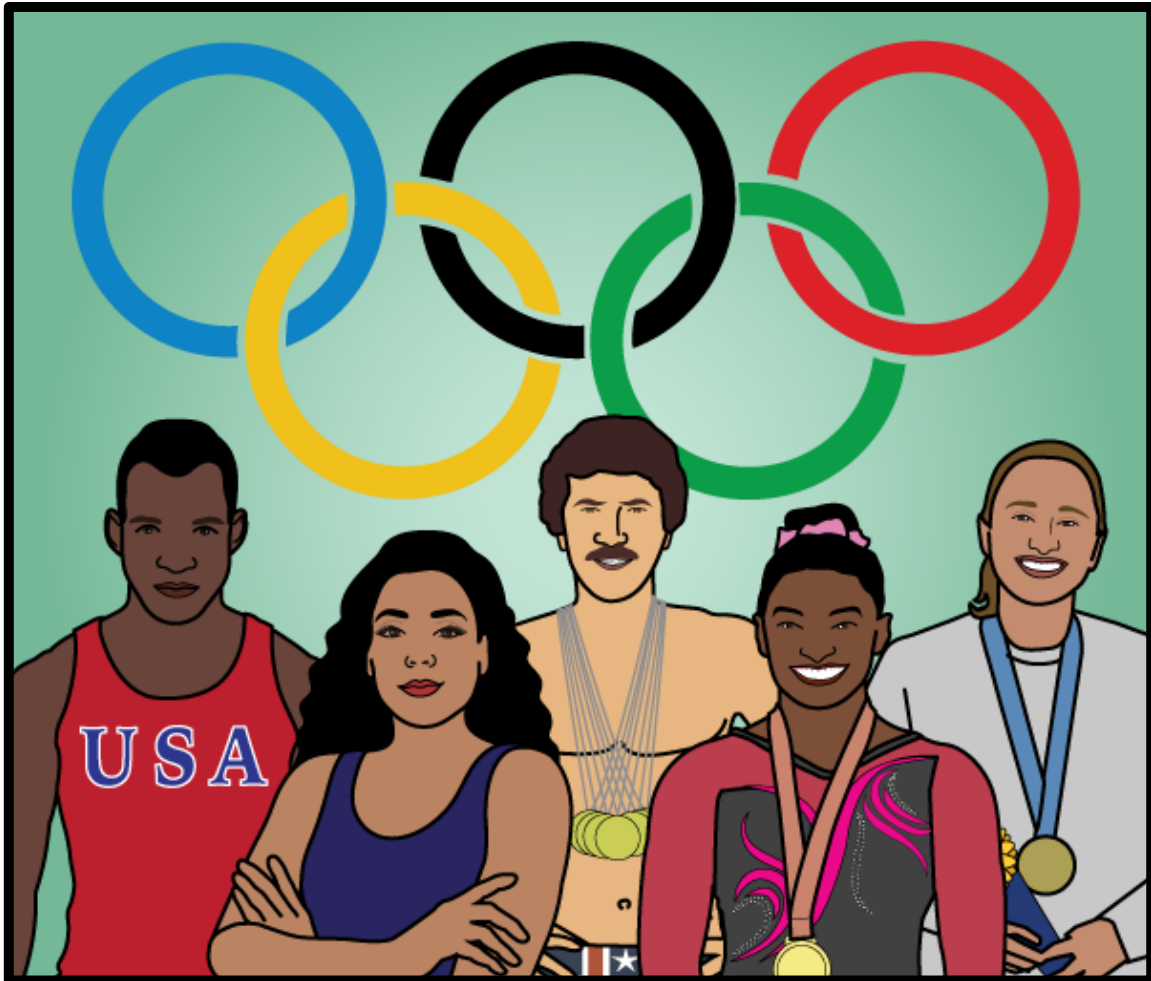
To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final column, students will write specific words or phrases from the text that support the feeling they identified.

Lesson 9 - Chapter 4 Standards Connection C			
9 Standards Connection C			
Story Board			
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character	/	/	/
 Storyteller (Who?)	/	/	/
 Setting (When or Where?)	/	/	/
 Beginning (What?)	/	/	/
 Middle (What?)	/	/	/
 End (What?)	/	/	/
 Lesson (What?)	/	/	/

Story Board

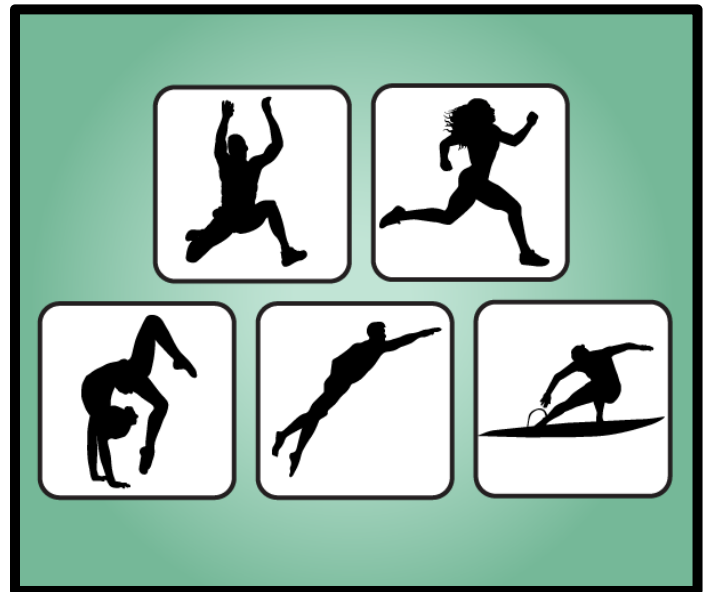
	Who, What, When or Where? 	What is the feeling? 	How do you know? (word or phrase from story) 
 Character			
 Storyteller (Who?)			
 Setting (When or Where?)			
 Beginning (What?)			
 Middle (What?)			
 End (What?)			
 Lesson (What?)			

Chapter 4: U.S. Olympians



Bind This End

About 10,500 athletes will compete in the 2024 Summer Olympics. Each athlete has a sport they do best. Athletes will participate in 32 different sports at the Summer Olympics this year. Many athletes come to the Olympics hoping to set new records. A record means they got the highest score or fastest time of any athlete who's ever competed in that event.



How many sports will be at the Summer Olympics this year?

Olympic athletes work hard to do their best and set records. They practice every day.

Many of them started practicing when they

were very young. Athletes have coaches. A

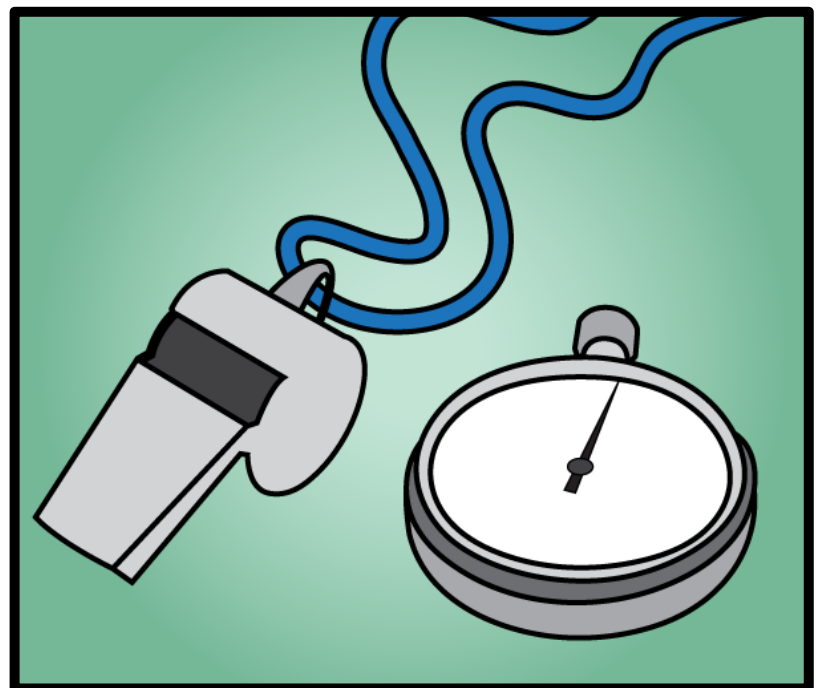
coach helps the

athlete to know

what they need to

work on. A coach

cheers and



encourages the athlete. The coaches want

their athletes to do their best and win a medal

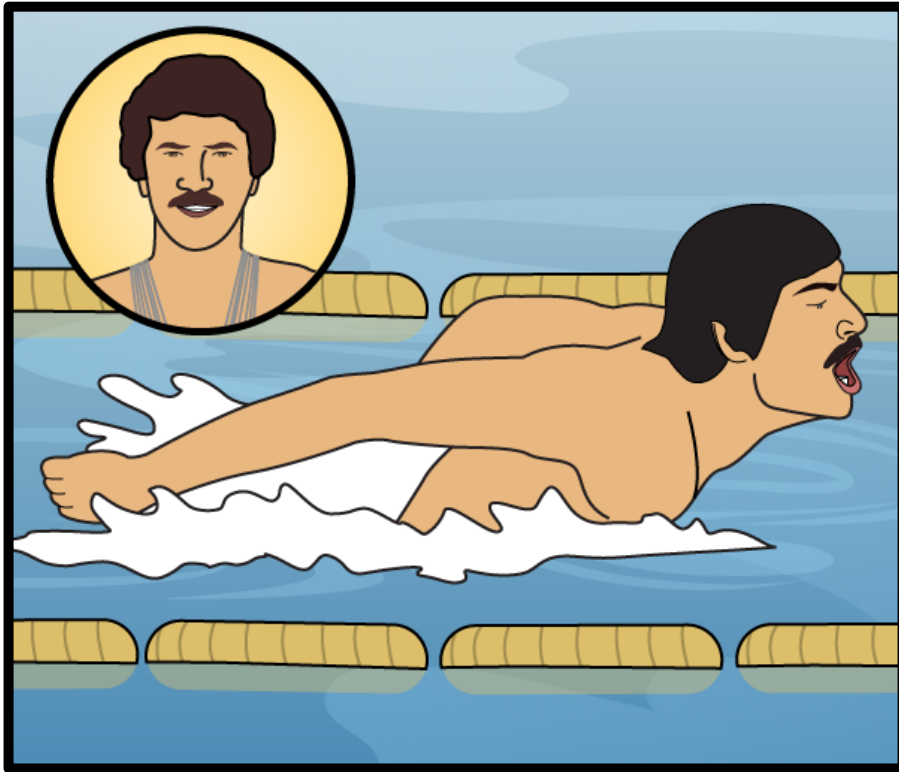
at the Olympics.

What helps Olympic athletes do their best?



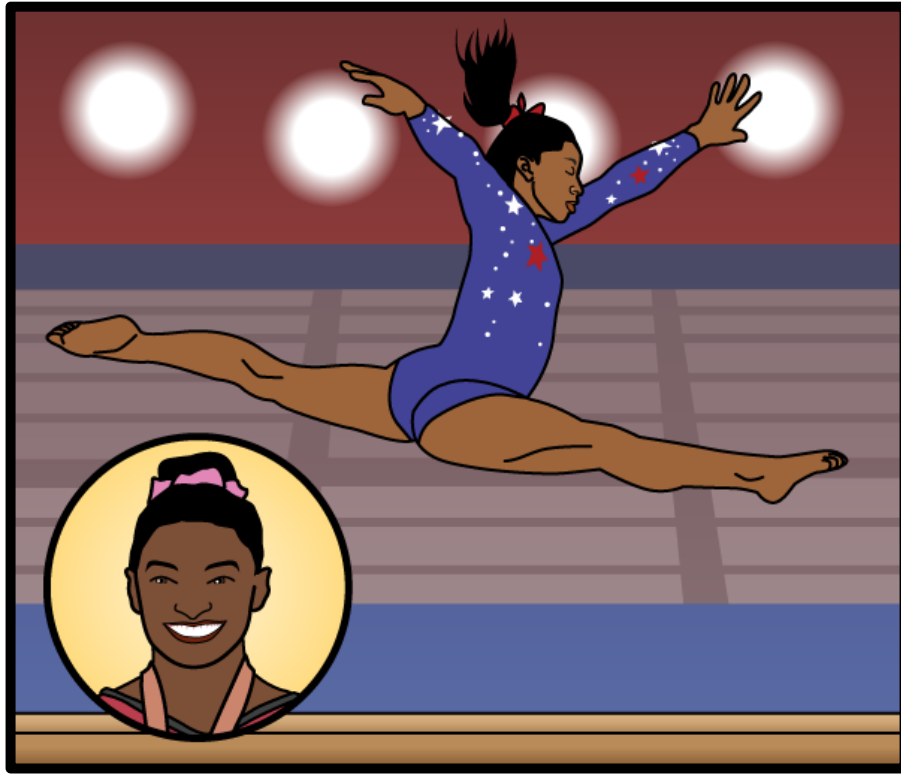
Keisha, JR and Julie want to learn about U.S. athletes who were winners in past Olympics. Julie learns about famous U.S. Olympic runners. Carl Lewis was a fast runner and jumper. He won ten Olympic medals. Florence Griffith Joyner was known at one time as the fastest woman in the world. She won five Olympic medals.

Who was a famous Olympic runner?



Keisha learns about famous U.S. Olympic swimmers. Mark Spitz was a fast swimmer. In the 1972 Olympics, he won seven gold medals. In all, he won 11 medals. He set 33 world records.

Who is Mark Spitz?



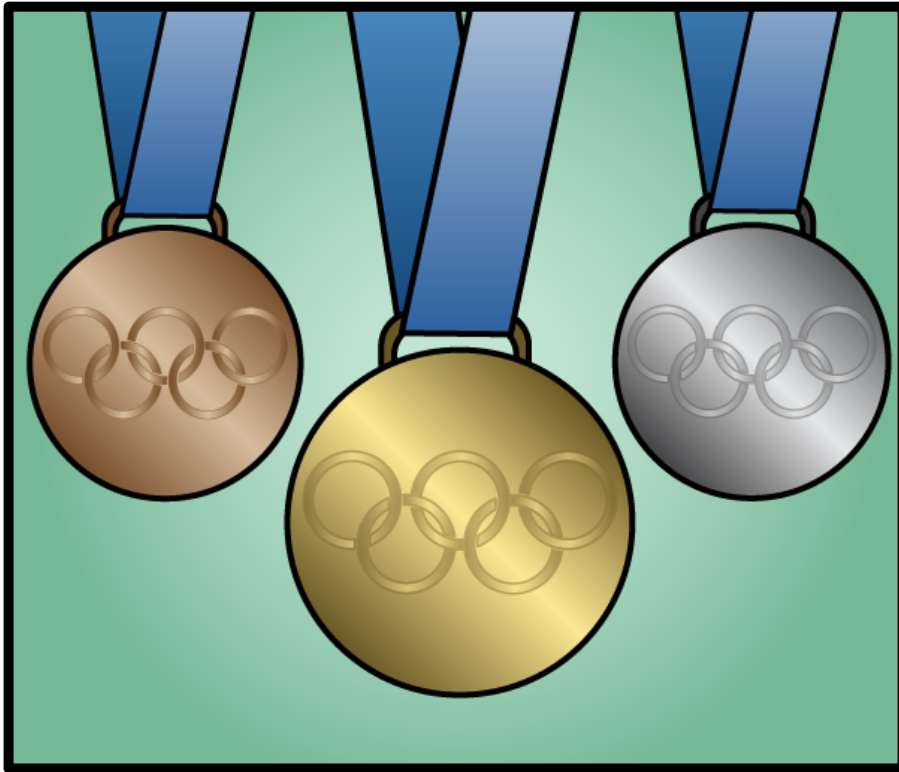
JR learns about famous U.S. Olympic gymnasts. Simone Biles is a great gymnast. She was the first U.S. female gymnast to win four gold medals at one Olympics. She won Olympic medals in the floor and vault events.

Who is Simone Biles?



Keisha learns about athletes in new Olympic sports. Skateboarding and surfing are new Olympic sports. Skateboarding and surfing began at the 2020 Tokyo Summer Olympics. Carissa Moore is a great surfer. Carissa Moore was the first-ever winner of the Olympic gold medal in women's short board surfing.

Which sports were introduced in the Tokyo Olympics?

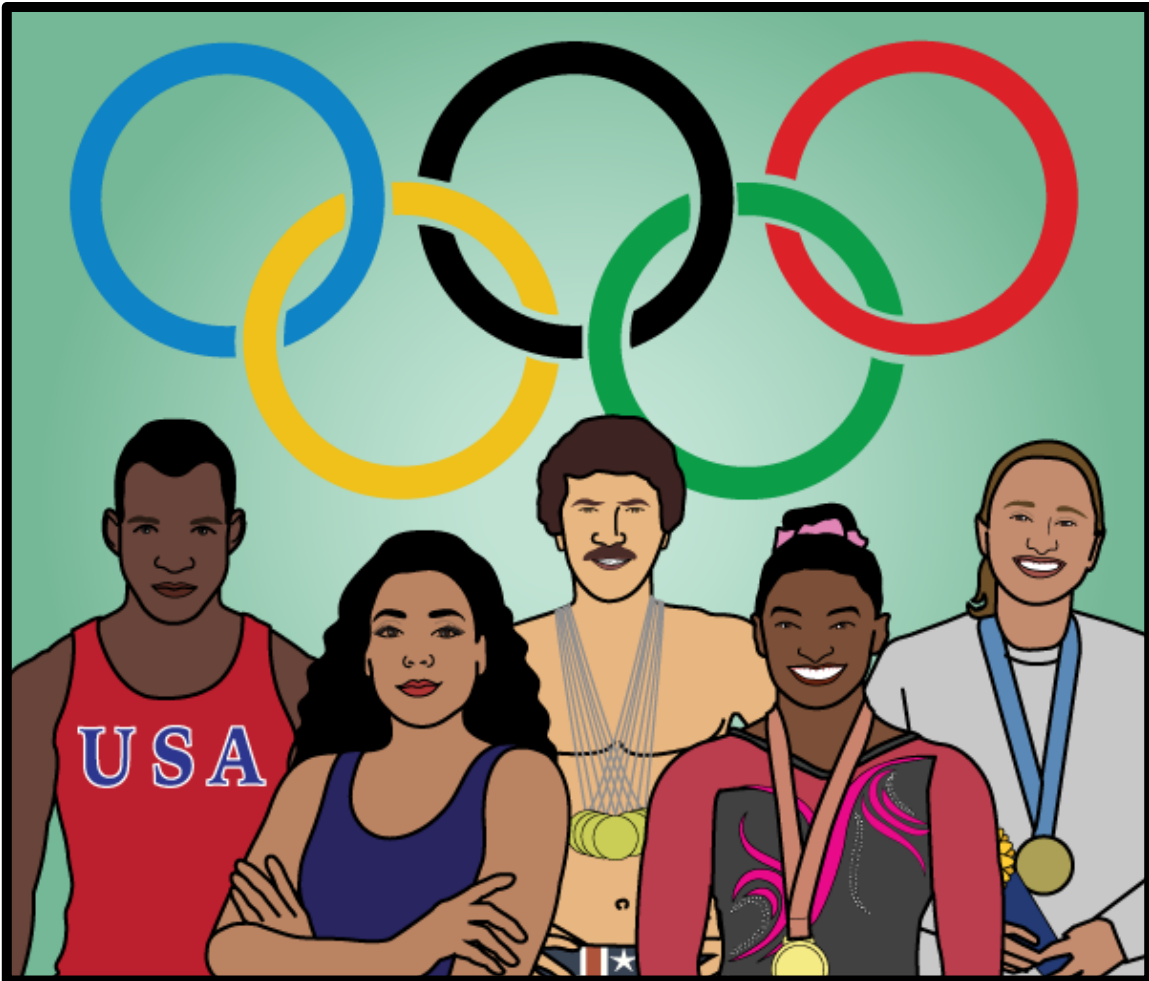


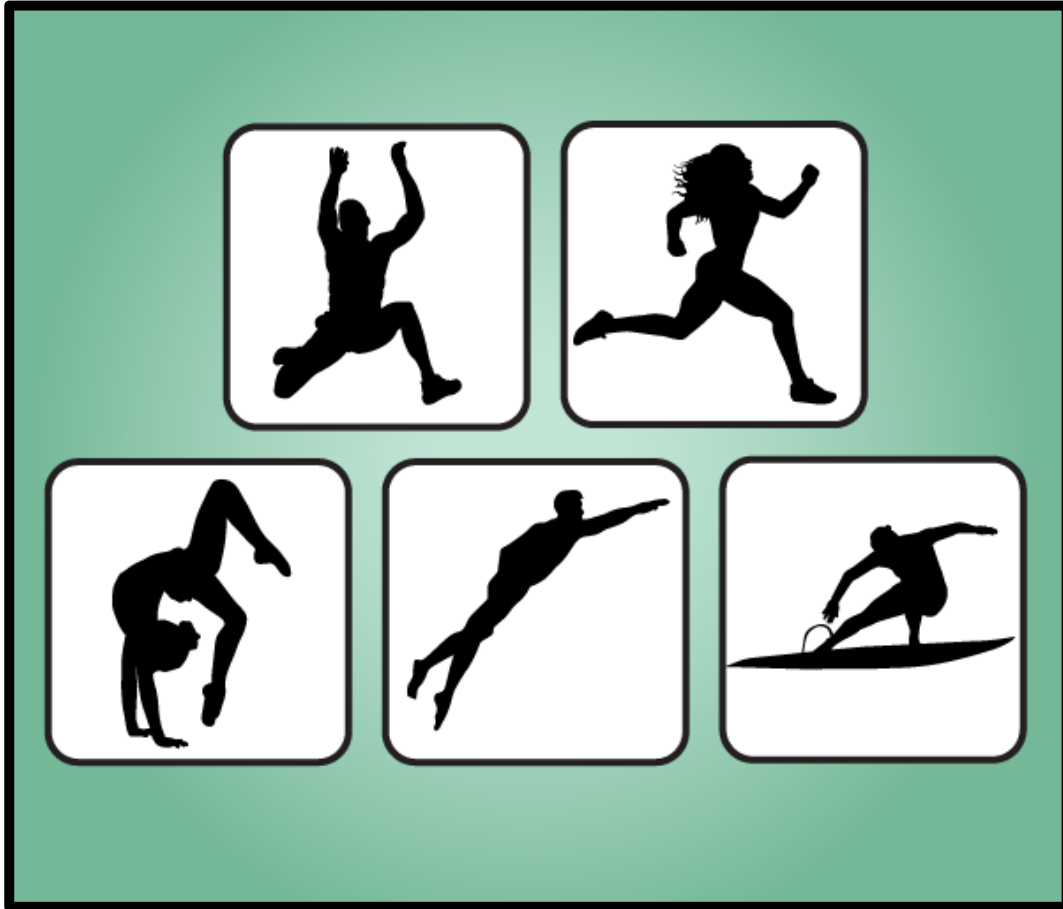
Famous Olympic athletes are all remembered for their achievements. They set records and won medals. Athletes in the 2024 Summer Olympics will look up to these athletes of the past.

Why are Olympic athletes from the past important?

Chapter 4:

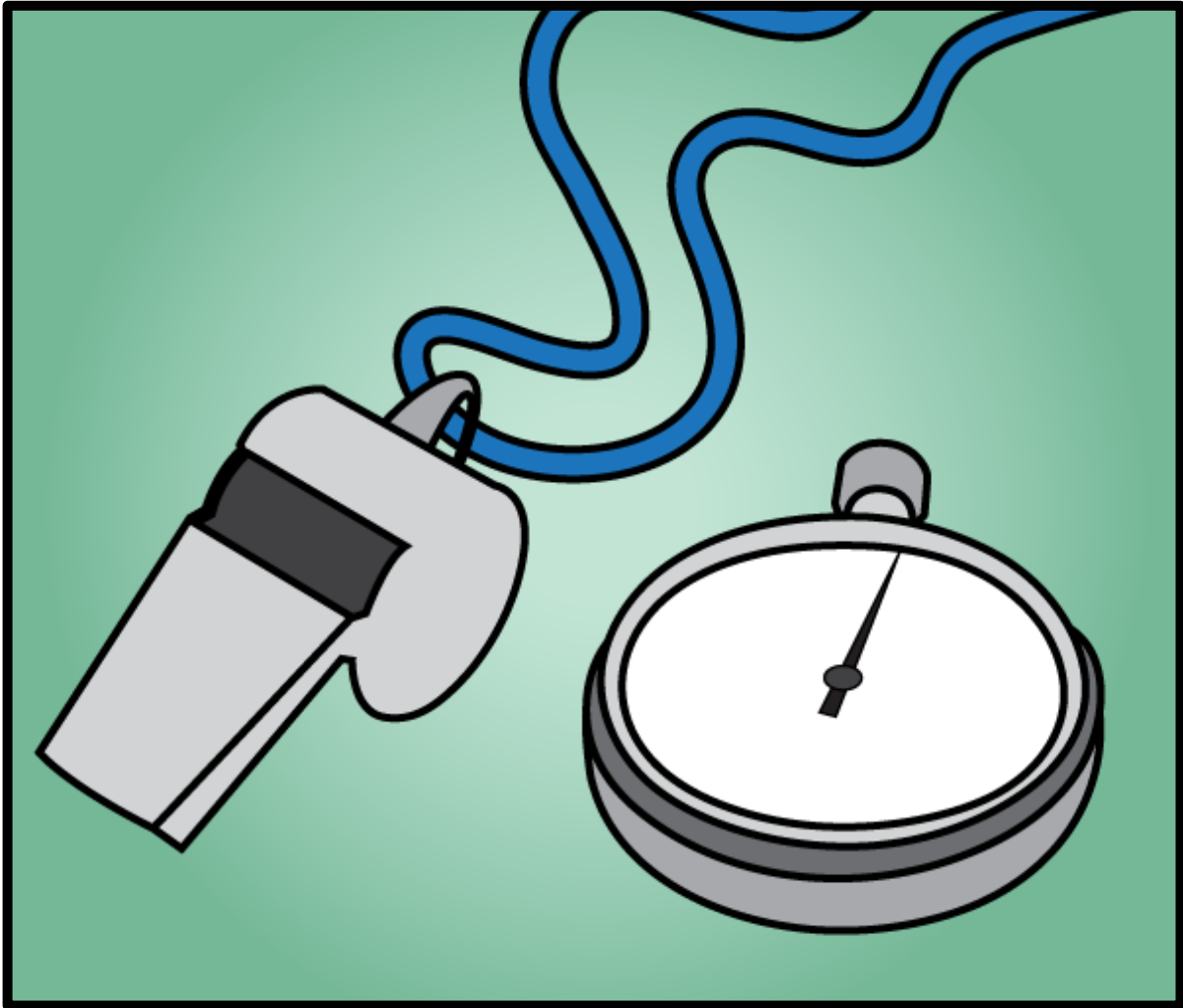
U.S. Olympians



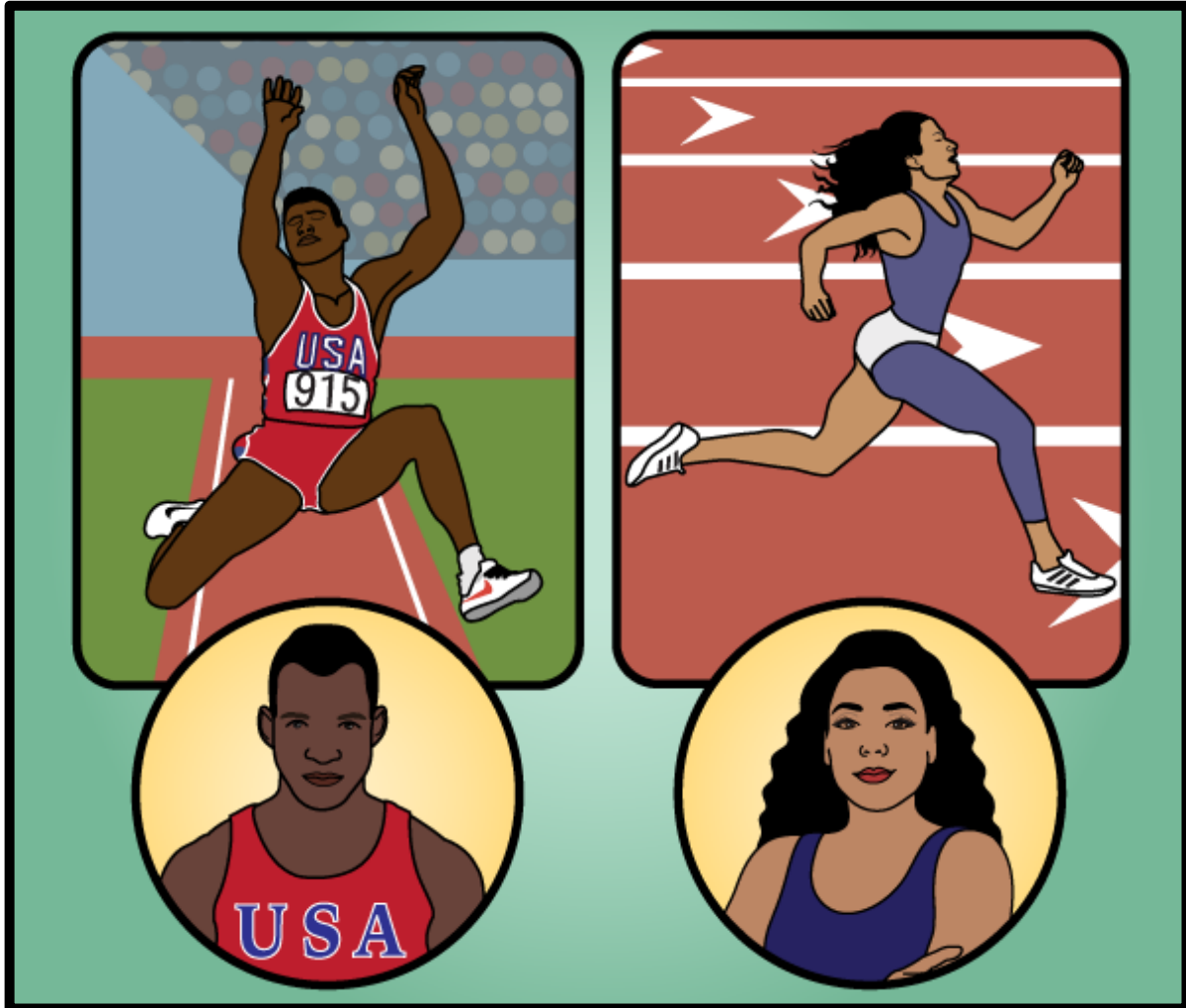


Many athletes will compete in the 2024 Summer Olympics. There are 32 Olympic sports this year. Each athlete has a sport they do best.

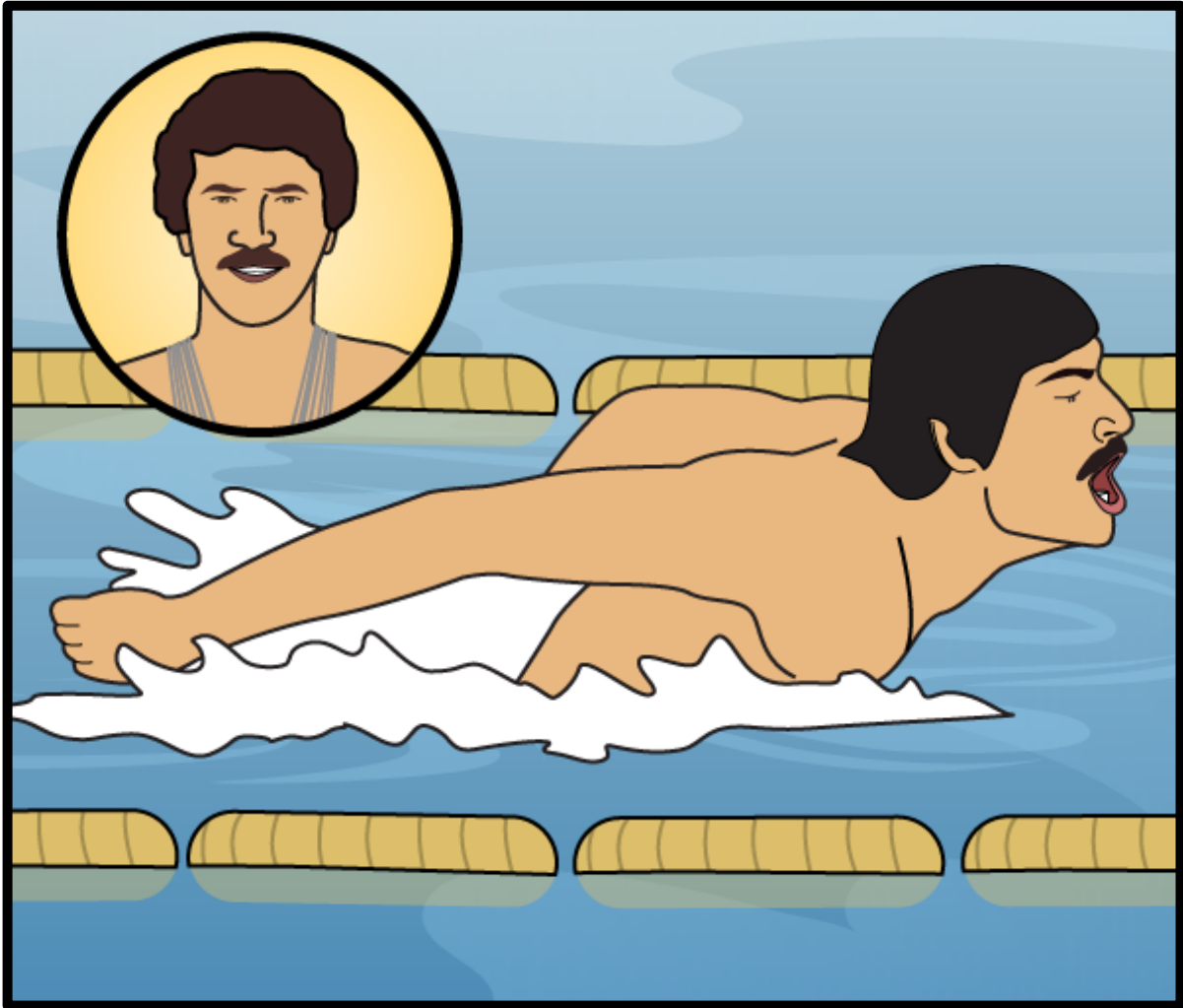
Athletes want to set records in their sports.



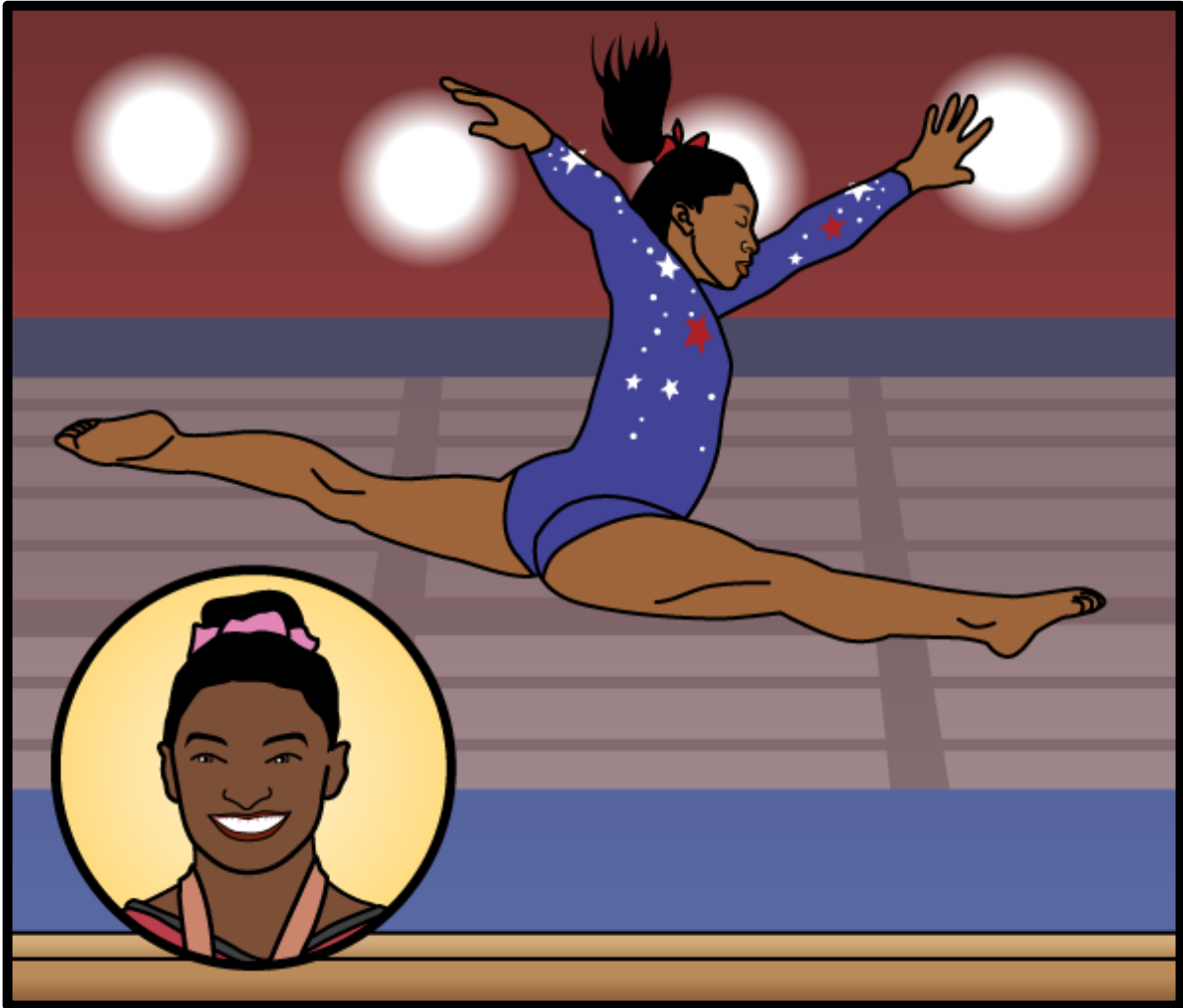
Olympic athletes work hard to be the best. They practice every day. The athletes have coaches. A coach helps the athlete.



Who was a famous Olympic athlete from the past? Carl Lewis was a fast runner and jumper. Florence Griffin Joyner was a fast runner.



Keisha learns about Olympic swimmers. Mark Spitz was a fast swimmer. He won 11 medals.



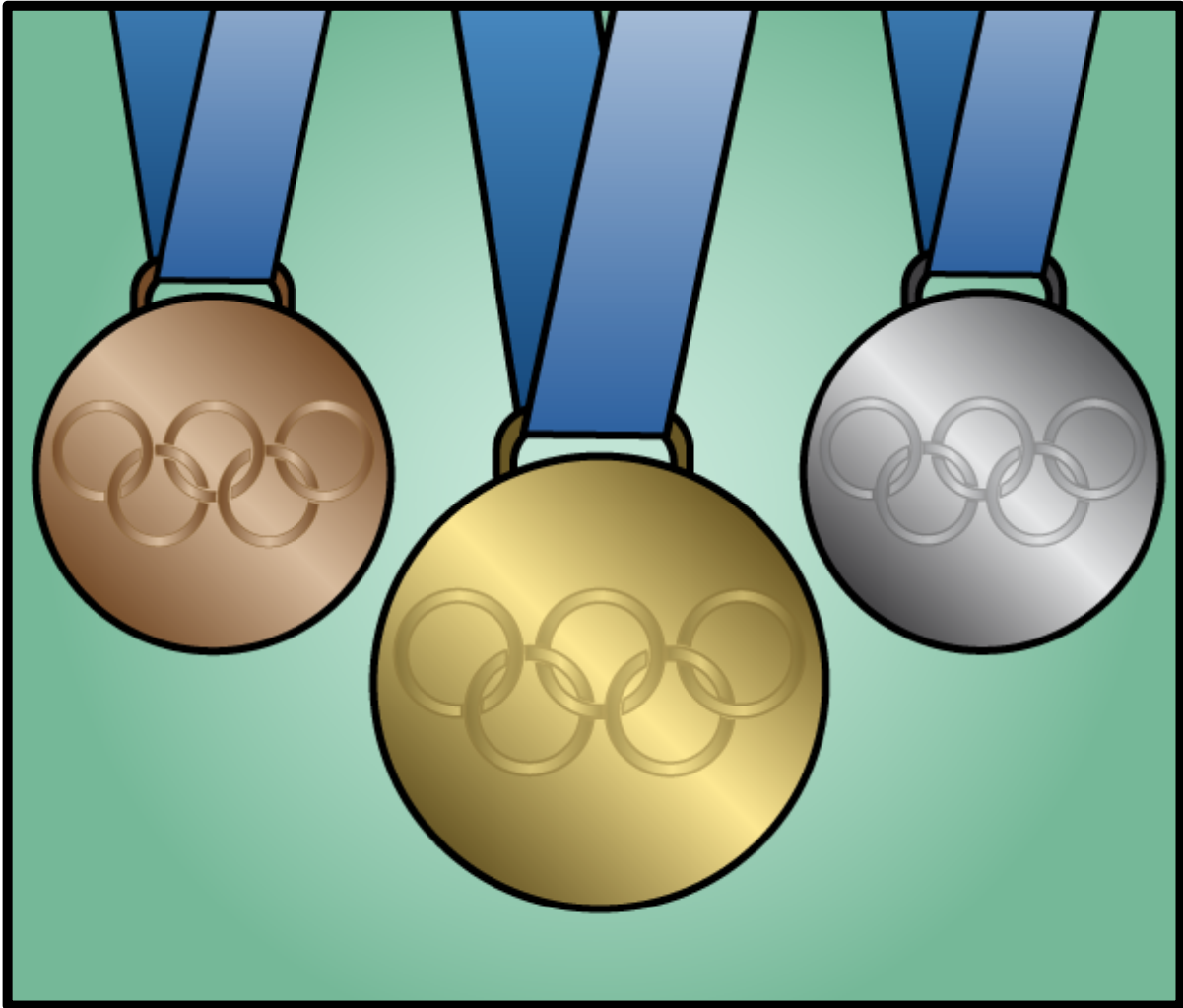
JR learns about Olympic gymnasts.

Simone Biles is a great gymnast.

She won four gold medals in 2016.

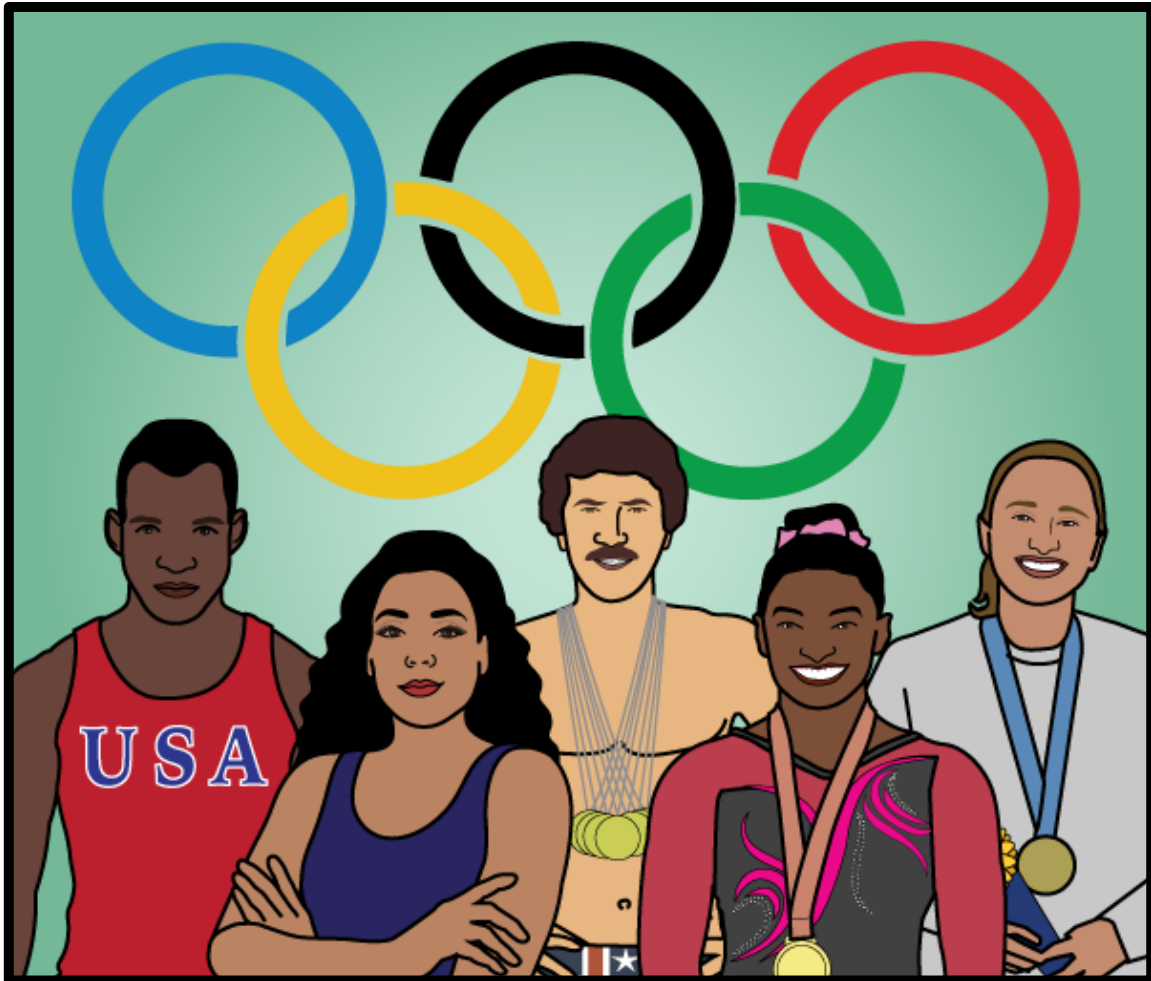


Keisha learns about athletes in new Olympic sports. Skateboarding and surfing are new. Carissa Moore is a great surfer. She won a gold medal.

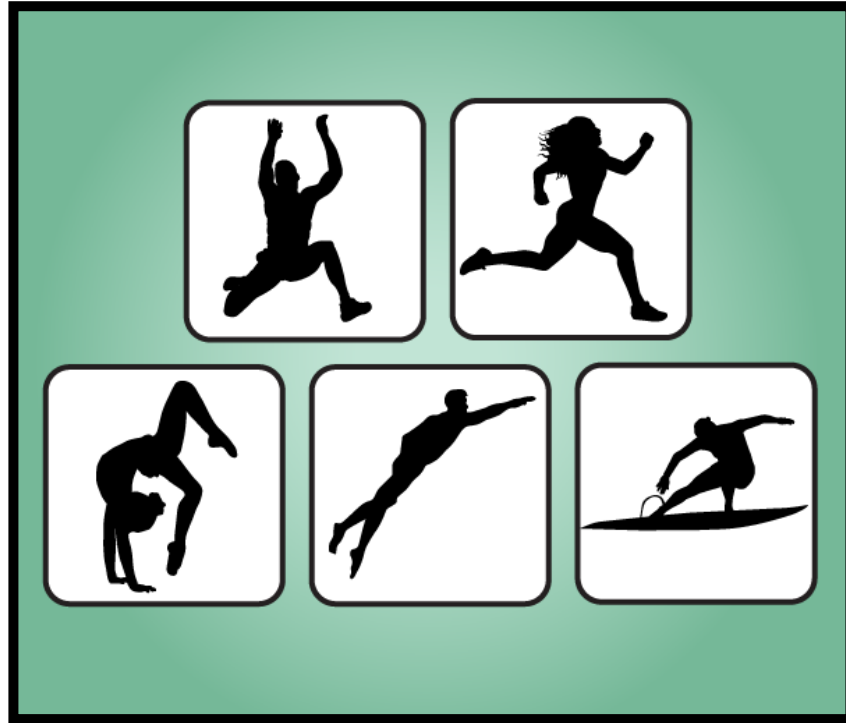


There are many famous Olympic athletes. They set records and won medals. In 2024, new athletes will compete to win medals.

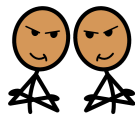
Chapter 4: U.S. Olympians



Bind This End



Many athletes will compete in the 2024 Summer Olympics.



2024

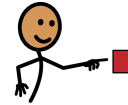


There are 32 Olympic sports this year.



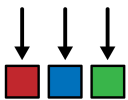
=

32

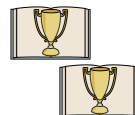
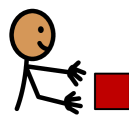


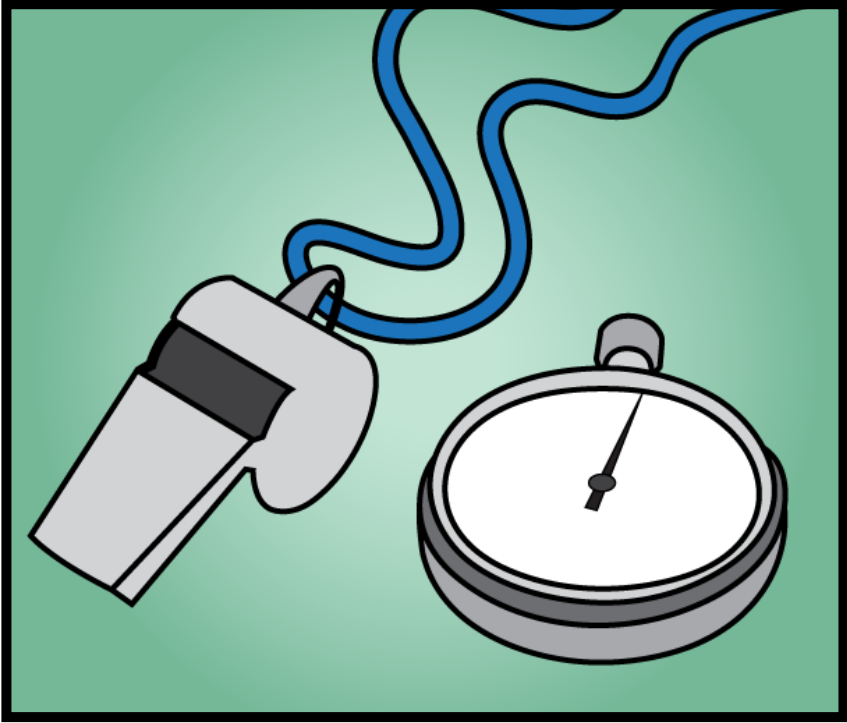
JAN	FEB	MAR
APR	MAY	JUN
JUL	AUG	SEP
OCT	NOV	DEC

Each athlete has a sport they do best.



Athletes want to set records in their sports.

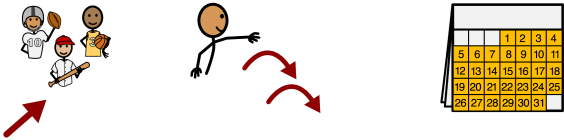




Olympic athletes work hard to be the best.



They practice every day.

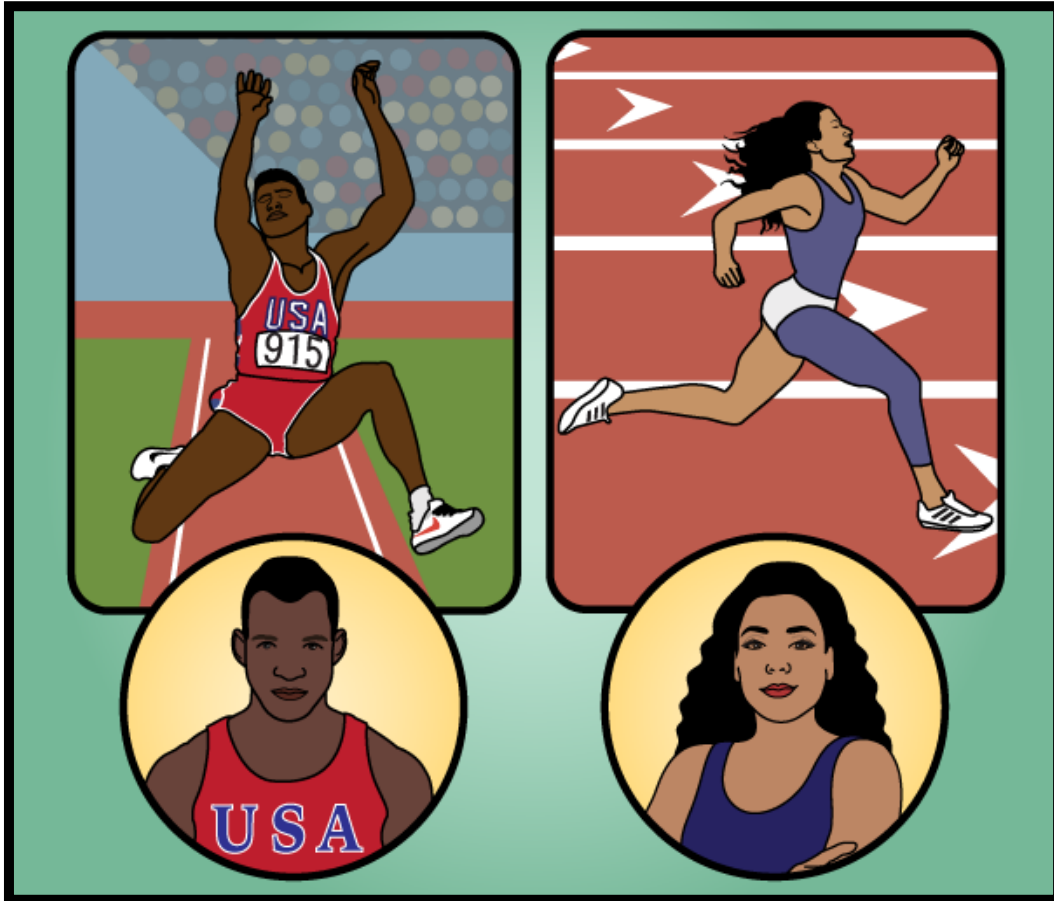


The athletes have coaches.



A coach helps the athlete.





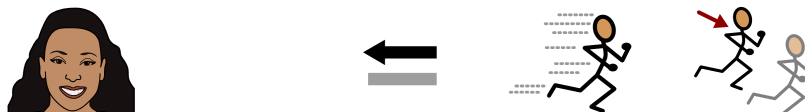
Who was a famous Olympic athlete from the past?

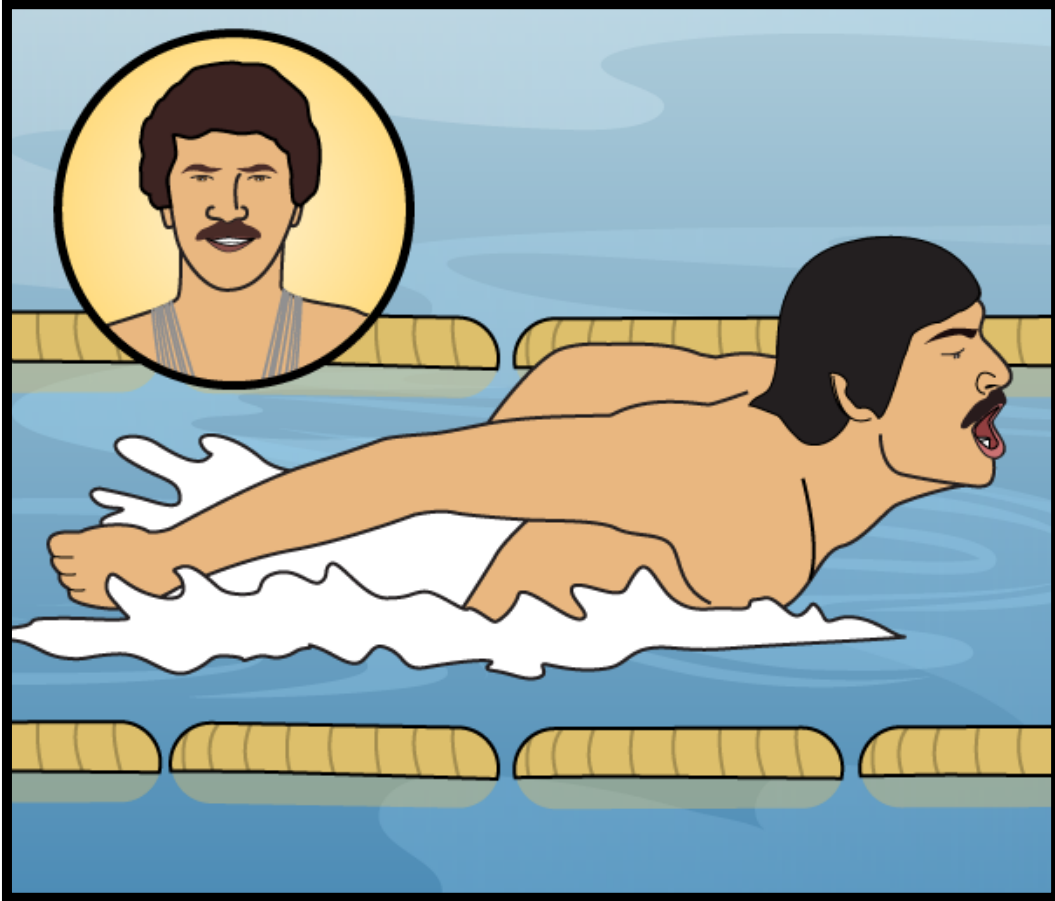


Carl Lewis was a fast runner and jumper.

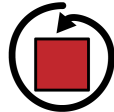


Florence Griffin Joyner was a fast runner.





Keisha learns about Olympic swimmers.



Mark Spitz was a fast swimmer.



He

won

11

medals.

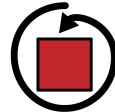


11

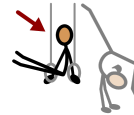




JR learns about Olympic gymnasts.



Simone Biles is a great gymnast.



She won four gold medals in 2016.



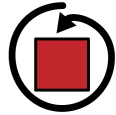
4



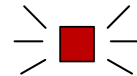
2016



Keisha learns about athletes in new Olympic sports.



Skateboarding and surfing are new.

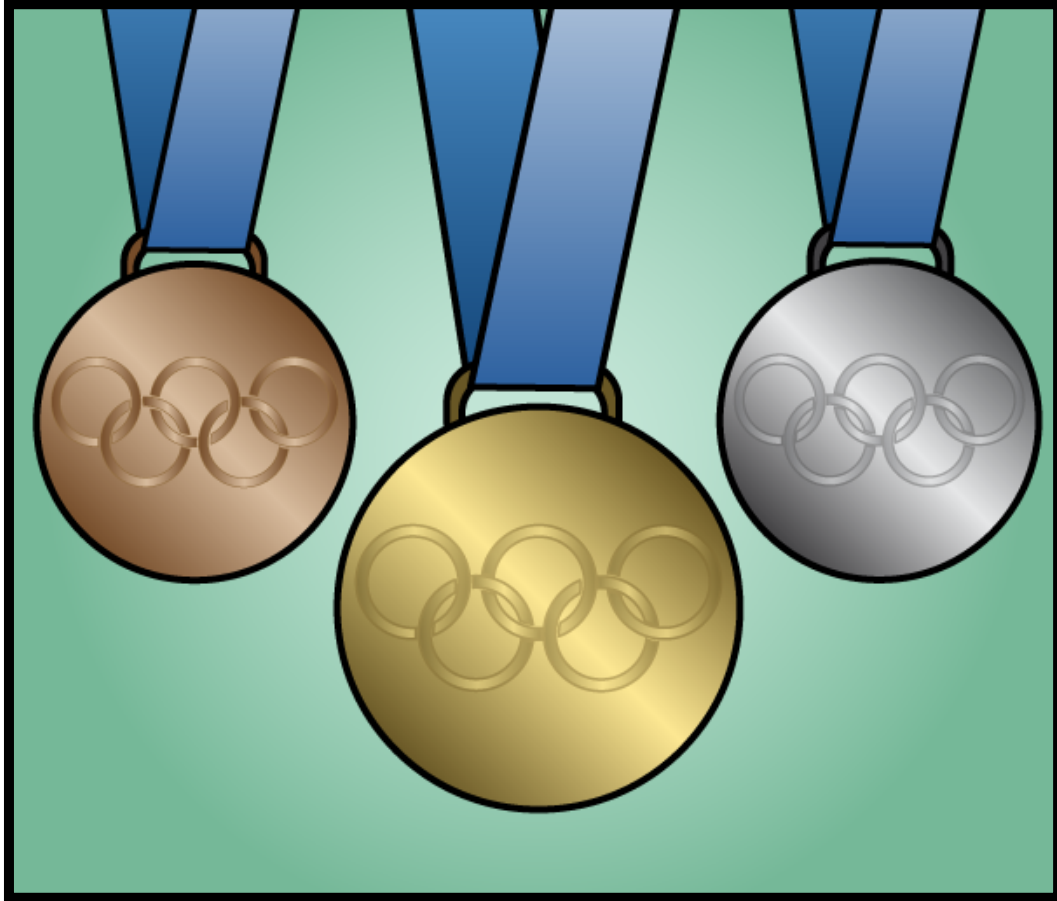


Carissa Moore is a great surfer.



She won a gold medal.





There are many famous Olympic athletes.



They set records and won medals.



In 2024, new athletes will compete to win medals.



yes



U.S. Olympians

no

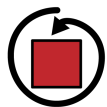


<p>compete</p>	<p>want</p>	<p>best</p>	<p>athlete</p>	<p>Summer Olympics</p>	<p>sport</p>	<p>record</p>
<p>set</p>	<p>work</p>	<p>hard</p>	<p>coach</p>	<p>Carl Lewis</p>	<p>runner</p>	<p>Florence Griffin Joyner</p>
<p>practice</p>	<p>help</p>	<p>fast</p>	<p>swimmer</p>	<p>Mark Spitz</p>	<p>medal</p>	<p>gymnast</p>
<p>win</p>		<p>new</p>	<p>Simone Biles</p>	<p>Carissa Moore</p>	<p>surfer</p>	

Within each category, pictures are listed from left to right in the order in which they appear in the text.



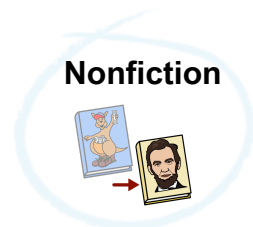
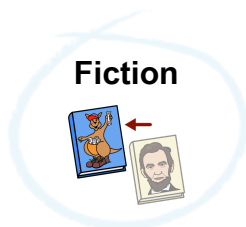
What is the title of this chapter?



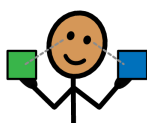
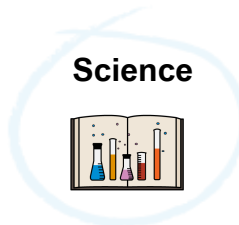
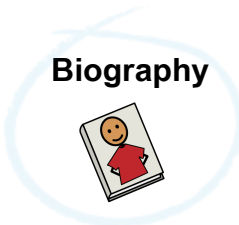
What do you think this chapter will be about?



This is a Chapter Book.
What kind of Chapter Book is this?



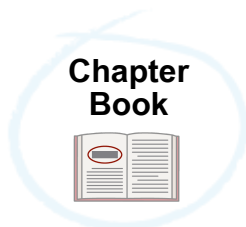
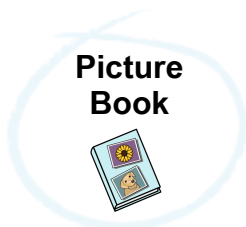
What is the chapter topic?



Compare this book to a Chapter Book that has been read recently.



What kind of book would you choose?



Name: _____

1. Many will compete in the 2024 Summer Olympics.

2. Each athlete has a they do best.

3. Athletes want to set in their sports.

4. A helps the athlete.

5. In 2024, new athletes will compete to win .

Name: _____

1. Many will compete in the 2024 Summer Olympics.

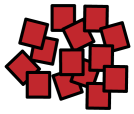
2. Each athlete has a they do best.

3. Athletes want to set in their sports.

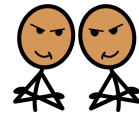
4. A helps the athlete.

5. In 2024, new athletes will compete to win .

1. Many



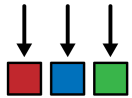
will compete in the 2024 Summer Olympics.



2024



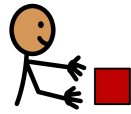
2. Each athlete has a



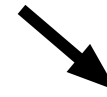
they do best.



3. Athletes want to set



in their sports.



4. A



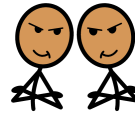
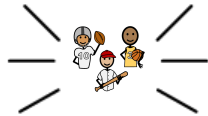
helps the athlete.



5. In 2024, new athletes will compete to win



2024



1. What is this chapter about?

- a. basketball b. athletes c. COWS

2. What does each athlete have that they do best?

- a. sport b. medal c. dinner

3. What do athletes want to set for their sports?

- a. goals b. rules c. records

4. Who helps the athlete?

- a. doctor b. coach c. fish

5. What is important to know about this chapter?

- a. Most athletes do not practice.
b. Gymnastics is not an Olympic sport.
c. Athletes work hard to win medals.

Name: _____

1. What is this chapter about?

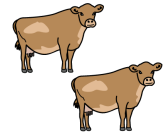
a. basketball



b. athletes



c. cows



2. What does each athlete have that they do best?

a. sport



b. medal



c. dinner

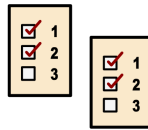


3. What do athletes want to set for their sports?

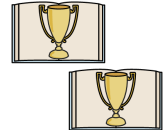
a. goals



b. rules



c. records



4. Who helps the athlete?

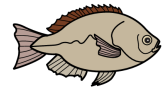
a. doctor



b. coach



c. fish



5. What is important to know about this chapter?

a. Most athletes do not practice.



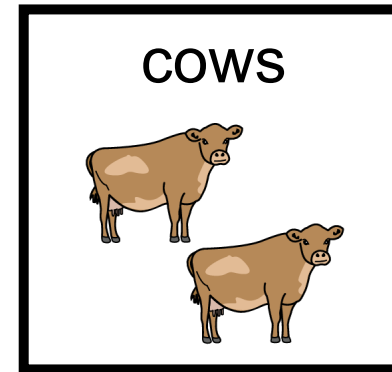
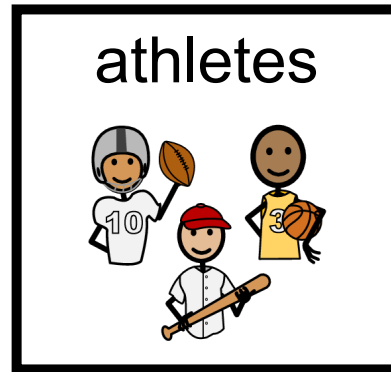
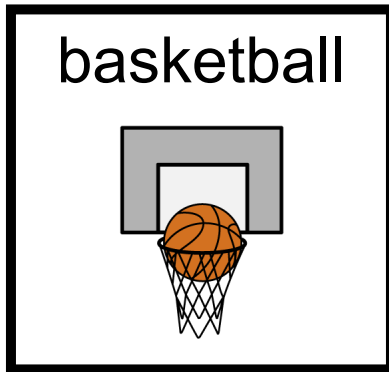
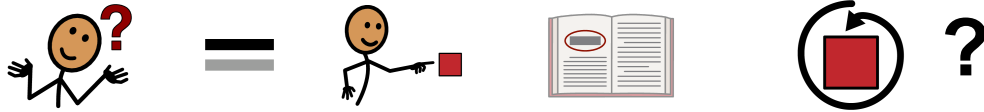
b. Gymnastics is not an Olympic sport.



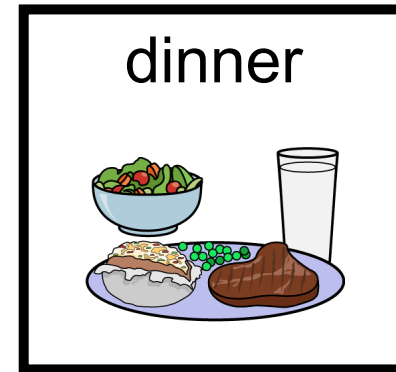
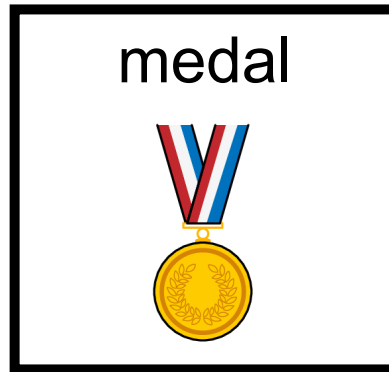
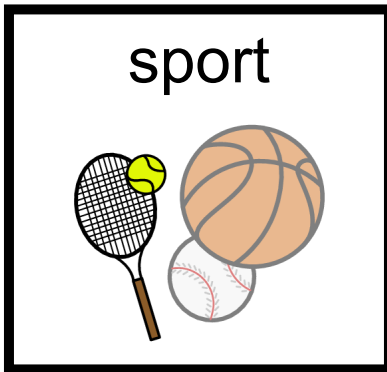
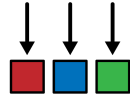
c. Athletes work hard to win medals.



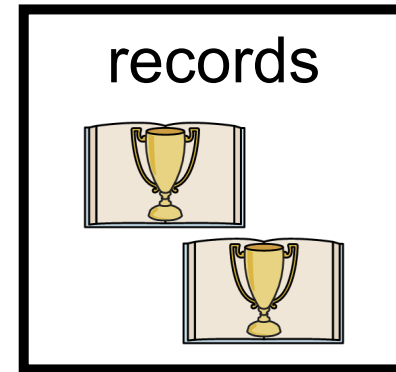
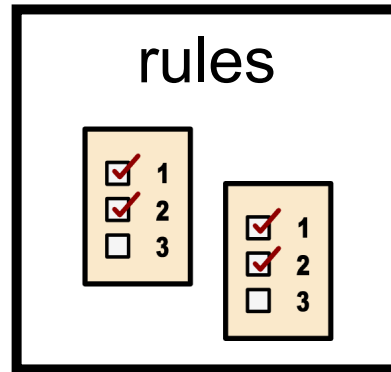
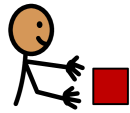
1. What is this chapter about ?



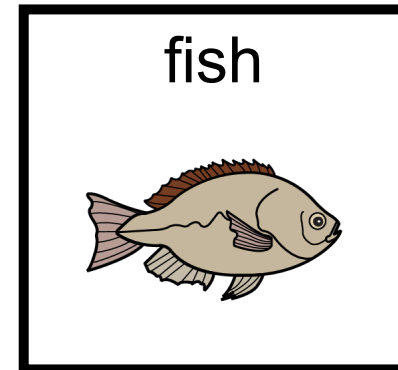
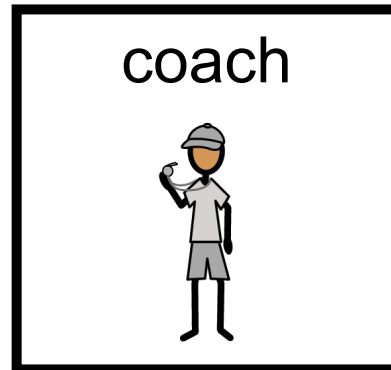
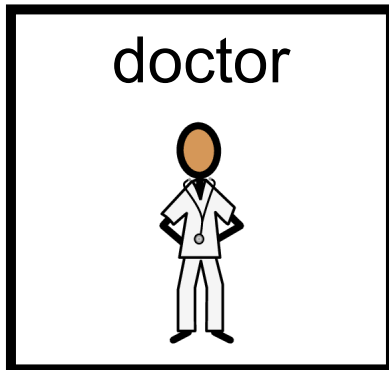
2. What does each athlete have that they do best ?



3. What do athletes want to set for their sports ?



4. Who helps the athlete ?



5. What is important to know about this chapter ?



Most athletes do not practice.

A stick figure with a red 'X' over it.

Gymnastics is not an Olympic sport.

A gymnastics apparatus with a red 'X' over it.

Athletes work hard to win medals.

A stick figure lifting a barbell.

Name: _____

Use your chapter book to help you fill in the blank.

1. Many athletes come to the _____ hoping to set new records.
2. Olympic athletes work hard to do their _____ and set records.
3. They _____ every day.
4. A coach _____ and encourages the athlete.
5. Carl Lewis was a fast _____ and jumper.

Use your chapter book to help you choose the correct answer.

6. Who was an Olympic swimmer from the past?

- a. Mark Spitz
- b. Michelle Obama
- c. Taylor Swift

7. Who is a famous Olympic gymnast?

- a. Oprah Winfrey
- b. Bill Gates
- c. Simone Biles

8. What sport did Carissa Moore win a gold medal in?

- a. running
- b. surfing
- c. gymnastics

9. Why is it important for an athlete to have a coach?











- a. The coach tells them what to work on to get better.
- b. The coach gets the medal if the athlete wins.
- c. The coach helps the athlete make dinner.

10. Why are athletes of the past important?

- a. They will compete in the next Summer Olympics.
- b. They achieved great things for today's athletes to look up to.
- c. They will star in a movie this summer.


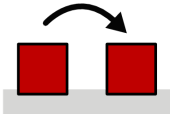



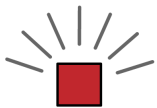
For hands-on instruction, print, cut out and laminate.

<p>records</p> 	<p>coach</p> 	<p>sport</p> 	<p>athletes</p> 	<p>medals</p> 
<p>records</p> 	<p>coach</p> 	<p>sport</p> 	<p>athletes</p> 	<p>medals</p> 
<p>records</p>	<p>coach</p>	<p>sport</p>	<p>athletes</p>	<p>medals</p>



Main Idea (What is this story about?)

<p>In the beginning...</p> 	
<p>Then...</p> 	
<p>At the end...</p> 	



What is important to know?
