

 **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 fitness and teamwork through the Summer Olympics and the Special Olympics. In this chapter, **What Are the Olympics?**, students will learn about the origins of the Olympic Games and their progression into modern times.



Topic Words



Literacy Words

athlete event sport
compete Olympics

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
 See how these activities fit into the Suggested Unit Pacing .			
 ULS Materials and Resources	Chapter 1: What Are the Olympics? (Level H/I) Communication Board Standards Connection A	Chapter 1: What Are the Olympics? (Level H/I, F/G or F/G Symbol-Supported) Communication Board	Chapter 1: What Are the Olympics? 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			

 **Instructional Targets**

Reading Standards for Literature

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- **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, compete, event, Olympics, 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 different sports at the Olympics. Ask a focus question such as, "What are the Olympics—a set of sporting games or a singing competition?" Discuss students' responses. ● Introduce the book, The Summer Olympics, and read the title, author and illustrator's names. Use Standards Connection A to provide a visual. Display Chapter 1, What Are the Olympics?(Level H/I), and read the title. ● Preview the chapter. Point out illustrations that show Greece. Discuss why this might be in a chapter about the Olympics. Then say, "As I read, it is your job to remember one fact about the Olympics in the past." ● Review the learning goal with students: I will remember one fact about the Olympics in the past.
During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> ● Read aloud with fluency and expression. ● Call attention to the words 'games' and 'events'. Emphasize why they are called games. <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 the Olympics in the past. On page 3, say, "This illustration shows the world, and the text says that athletes come from many different countries all over the world for the Olympics." On page 4, say, "This illustration shows Greece, and the text says that the Olympics began in Greece." ● Point out the implied meaning of a selection of text. For example, on page 3, the text says, "The Olympics are games that bring athletes together from all over the world." Ask, "What feeling do the terms 'bring together' give?" Talk about how different people coming together gives the feeling of unity and acceptance. <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 2, the discussion question asks, "What is one way you could learn about the Olympics?" Model how to find the clues in the text to answer the question. Say, "The book says, 'They want to watch their favorite sports and athletes.' I know sports like the Olympics are shown on TV. I think I could watch the Olympics on TV to learn more."
After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal. Ask, "What is one fact about the Olympics in the past?" <p>Level 3: Have the student independently describe one fact about the Olympics in the past. Provide a prompt, such as, "Where did the Olympics begin?"</p> <p>Level 2: Have the student identify one fact about the Olympics in the past. Use questions or the following sentence frame: "The Olympics began in ____." Picture supports such as the Communication Board 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 the discussion by talking with students about other changes that have taken place during the history of the Olympics. ● Use Standards Connection A to discuss and compare different book genres and student preferences.



Check Understanding 











- ✳ **Level 3:** Can the student describe one fact about the Olympics in the past?
- ✳ **Level 2:** Can the student identify one fact about the Olympics in the past, using picture supports as needed?
- ✳ **Level 1:** Can the student select one fact about the Olympics in the past by making a selection from a narrowed field or errorless choice(s)?

 **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.

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 Guided Reading   or 		 Instructional Routine Shared Reading   or 	
Before Reading	<ul style="list-style-type: none"> ● Introduce the chapter by having students share what they have learned about the Olympics. ● Use the following Topic Words in conversation about the chapter: athlete, compete, event, Olympics, 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 the Olympics. ● Use the following Topic Words in conversation about the chapter: athlete, compete, event, Olympics, 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: as, at, began, been, did, four, game, horse, learn, play, run. 	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: as, at, began, been, did, four, game, horse, learn, play, run.

 **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 Targets**

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, "Who is someone you would see at the Olympics—an astronaut or an athlete?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, What Are the Olympics? Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, What Are the Olympics? 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

Summer Olympics games Greece Athletes around the world

Fill-In (Levels 3-1)

1. The Olympics are sporting _____. (games)
2. Athletes come from all _____. (around the world)
3. _____ play sports in the Olympic Games. (Athletes)
4. The first Olympics was in _____. (Greece)
5. The 2024 _____ is in Paris. (Summer Olympics)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (horses, Olympics*, Julie)
2. Where do athletes come from? (around the world*, London, school)
3. Who plays sports in the Olympic Games? (dogs, JR, athletes*)
4. Where was the first Olympics? (Greece*, Atlanta, Rio de Janeiro)
5. What is important to know about this chapter?
 - The Olympics have been held around the world.*
 - Men run in races.
 - A horse can pull a cart.

Fill-In Advanced

1. Keisha, JR and Julie are _____ about the summer. (excited)
2. They want to watch their favorite _____ and athletes. (sports)
3. Keisha gets a book about the _____. (Olympics)
4. Over 10,000 athletes will _____ sports in the 2024 Summer Olympics. (play)
5. The men would compete to _____ the race. (win)

Multiple-Choice Advanced

6. How many sports were in the first Olympics? (29, 10,000, 1*)
7. What was the first sport in the Olympics? (bowling, running*, swimming)
8. What did the winners of the first Olympics wear? (olive branches*, jacket, gloves)
9. What is special about the location of the Olympics?
 - Each Olympics will be held in a new city around the world.*
 - The Olympics are always held in Greece.
 - The athletes get to choose the location.
10. How have the Olympics changed over time?
 - Women can now compete and there are many more events.*
 - The Olympics happen every 10 years.
 - The Olympics are held in the same city.



 **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 3 - Chapter 1
Standards Connection A


3
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



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HIGH SCHOOL, Unit 10
Lesson 3

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...	Level 2 Students will...	Level 1 Students will...
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Summarize the theme/central idea of a story, play or poem using no personal opinions with support. • With support, identify examples of the main idea and key details from a story, play or poem that support the development of a theme. • 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. 	<ul style="list-style-type: none"> • 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 3 - Chapter 1
Standards Connection B
3
Standards Connection B

Main Idea (What is this story about?)

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

What is important to know?

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HIGH SCHOOL, Unit 4
Lesson 3

 **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 and directly and what is implied (satire, sarcasm, irony) in a story, play or poem.

 **Differentiated Tasks**

Level 3 Students will...	Level 2 Students will...	Level 1 Students will...
<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. 	<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. 	<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).

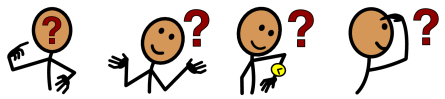




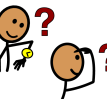
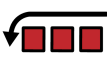
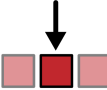
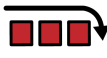

Use Standards Connection C to guide students in identifying the structure of a story and the feelings created by the author. Various features from the text such as the characters, setting, narrator, events and theme can be used. Students can use words and phrases from the story that show how they know 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 3 - Chapter 1 Standards Connection C			
3 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?)	/	/	/

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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?)			

The Summer Olympics



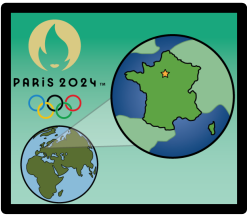
by Amy Bihn

Illustrated by Alex Wisheart

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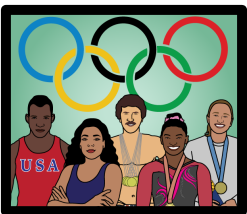
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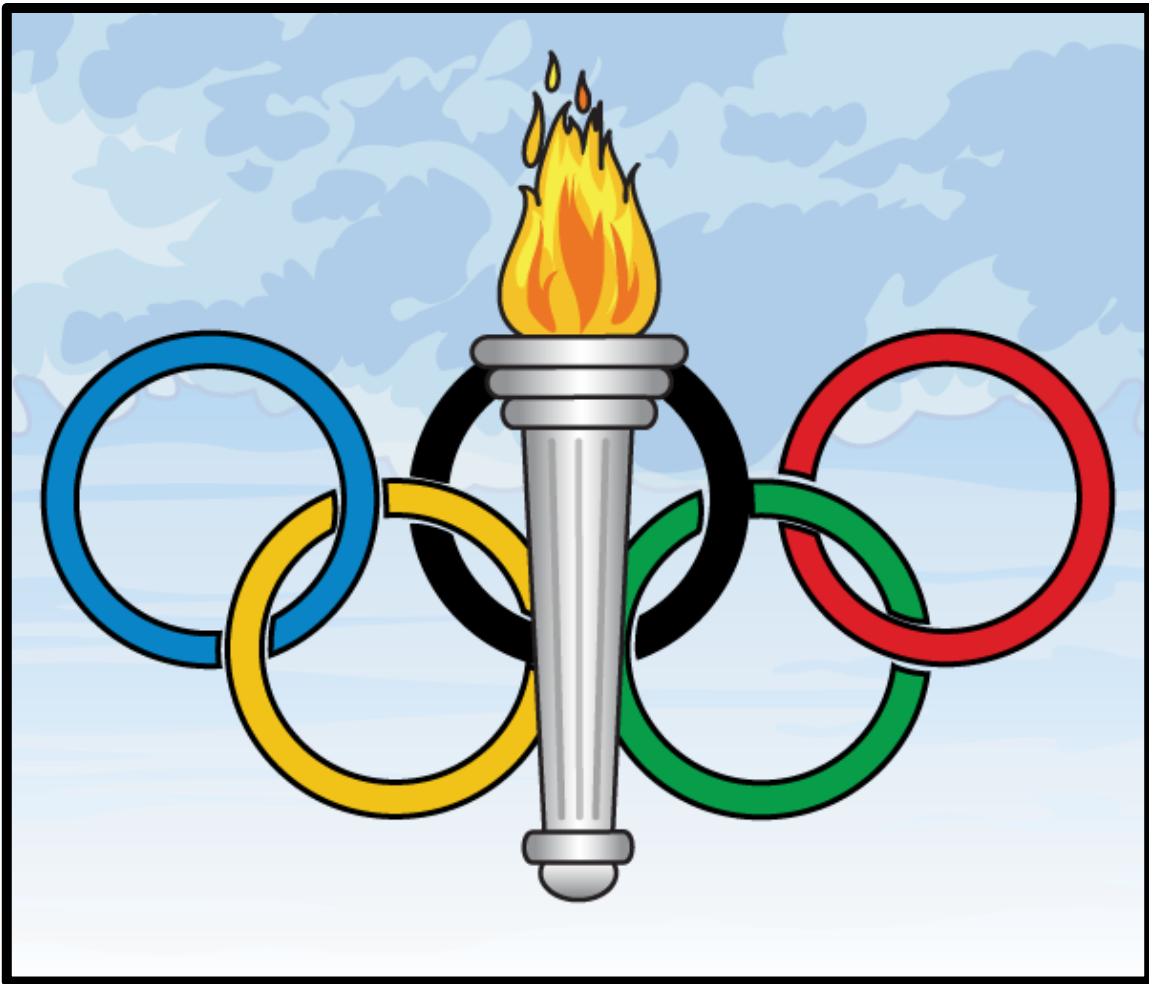


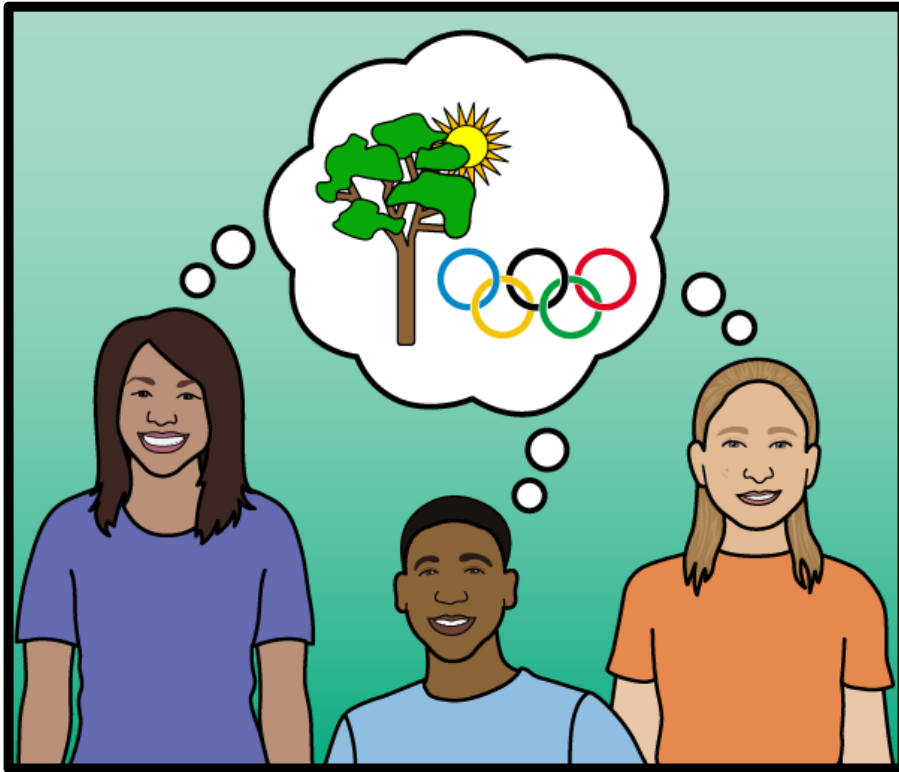
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Chapter 1:

What Are the

Olympics?



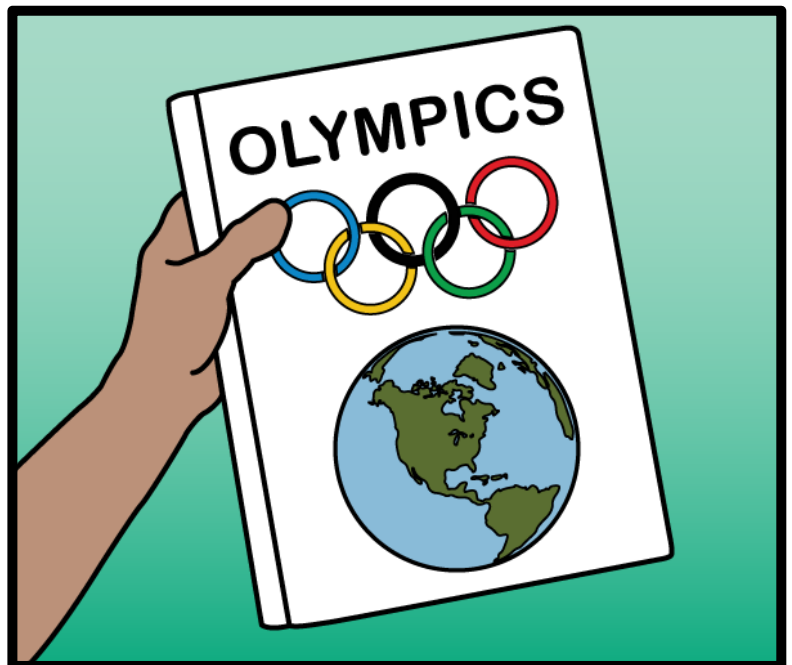


Keisha, JR and Julie are excited about the summer. They are excited about the Summer Olympics. They want to watch their favorite sports and athletes. Keisha, JR and Julie want to learn about the 2024 Summer Olympics.

What is one way you could learn about the Olympics?

What are the Olympics? Keisha gets a book about the Olympics. Keisha, JR and Julie read about the Olympic Games. The

Olympics are games that bring athletes together from all over the world. An athlete



is a person who plays a sport. Over 10,000 athletes will play sports in the 2024 Summer Olympics.

Use context clues to find the meaning of the word 'athlete'.

The Olympics began in Greece in 776 BC. The only event was a short, fast run called a sprint.

An event in the Olympics is a sports contest.



Every four years, men from Greece would go to a field in Olympia. The men would compete to win the race. The winner of the race wore a wreath of olive branches on his head.

Where was the first Olympics? Find Greece on a map.

The Olympics changed as time went on. The Olympics added more events. One event was a chariot race. Men rode in a cart called a chariot.

Horses pulled the chariot in this race.



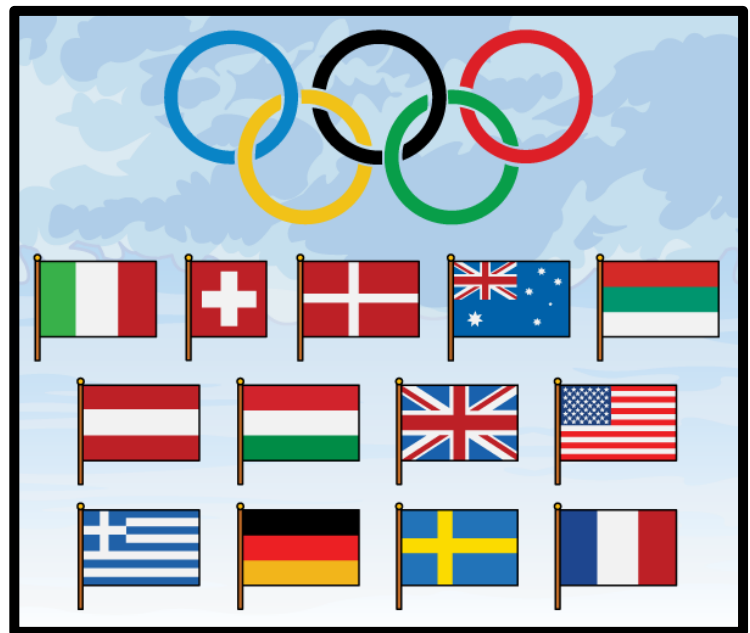
More men came to compete in the Olympics. Women were allowed to compete in the Olympic Games starting in 1928. These ancient Games were played every four years for over 1,000 years.

Why are these games called the ancient Olympics?

The first modern Summer Olympics were played in 1896 in Athens, Greece.

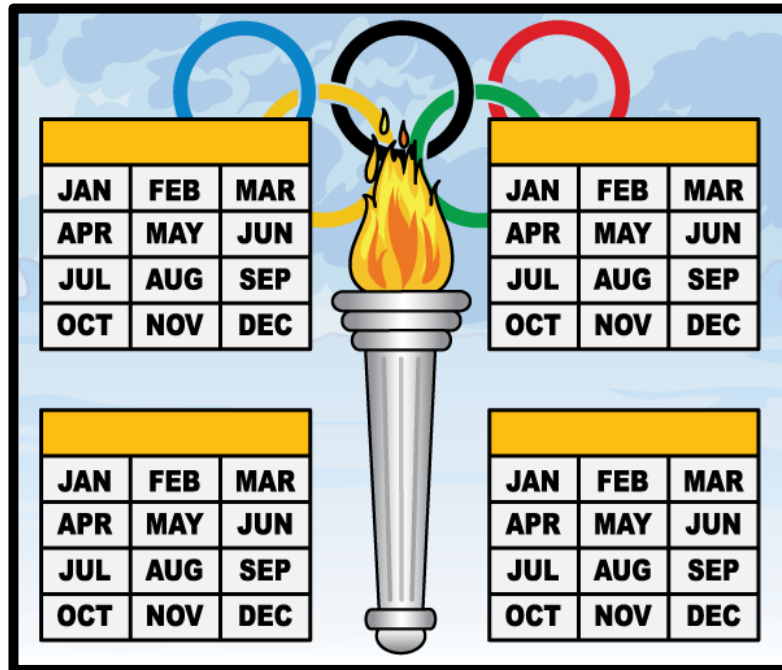
The athletes came from countries around the world. There were 241 athletes at the first Olympics.

Leaders from these countries thought the



Olympic Games were a good idea. They decided to have Olympic Games every four years just like the ancient Games.

Why are the Summer Olympic Games held every four years?

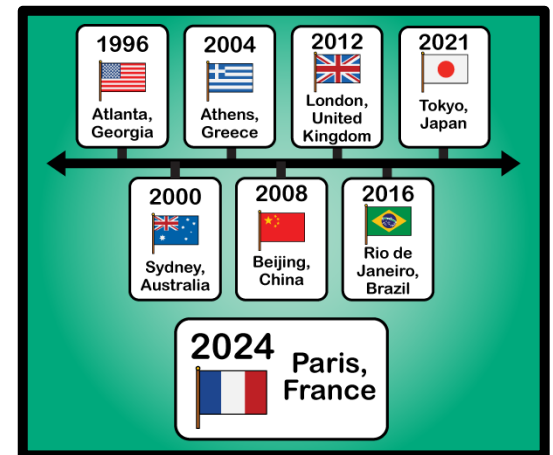


The Summer Olympics have been held almost every four years since 1896. They have only been canceled three times because of World War I and World War II. The 2020 Summer Olympic Games was delayed by one year because of the COVID-19 pandemic.

Why have the Olympic Games been canceled before?

Julie sees a timeline in the book. The timeline shows when the modern Olympics began in 1896. The timeline shows that the

Olympics have been held in many cities all around the world. Julie sees that



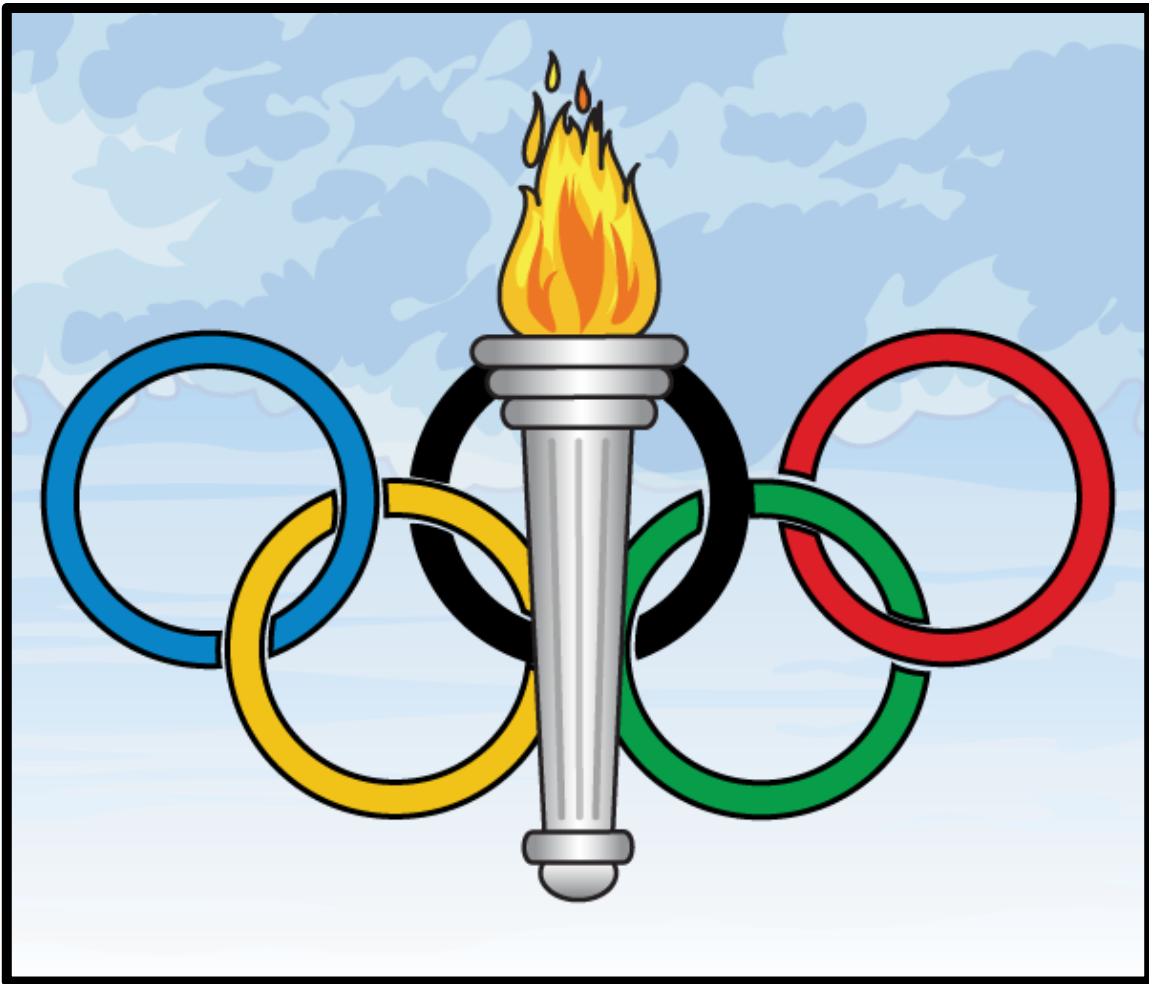
the Summer Olympics was in Atlanta, Georgia, in 1996. She sees Olympic Games in Australia, Greece, China and London. “Look!” says Julie. “Did you know the 2024 Summer Olympics is in Paris, France? France is in Europe.”

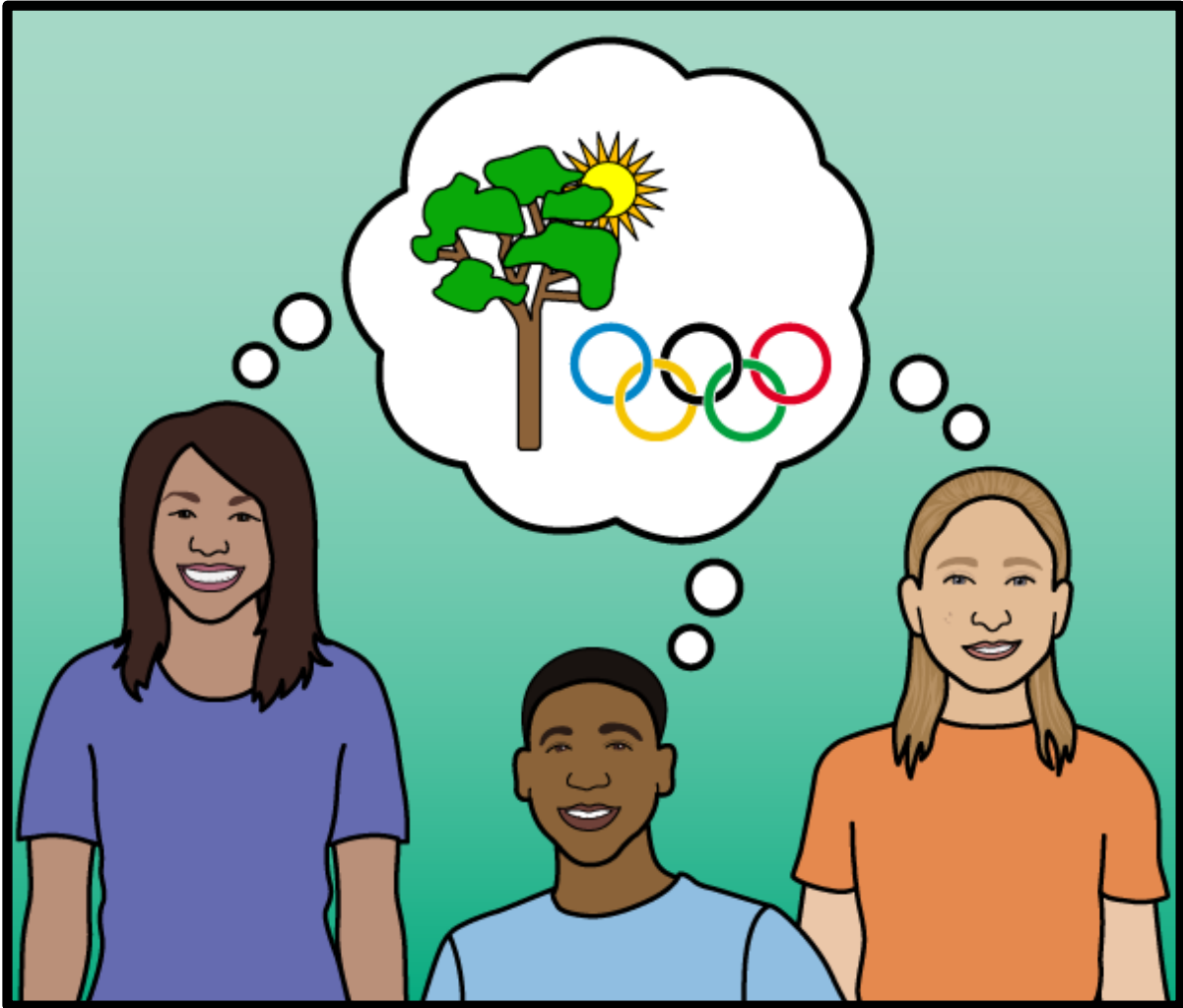
*What is a U.S. city that has hosted the Summer Olympic Games?
Use a device to look up what other U.S. cities have hosted the Olympic Games before.*

Chapter 1:

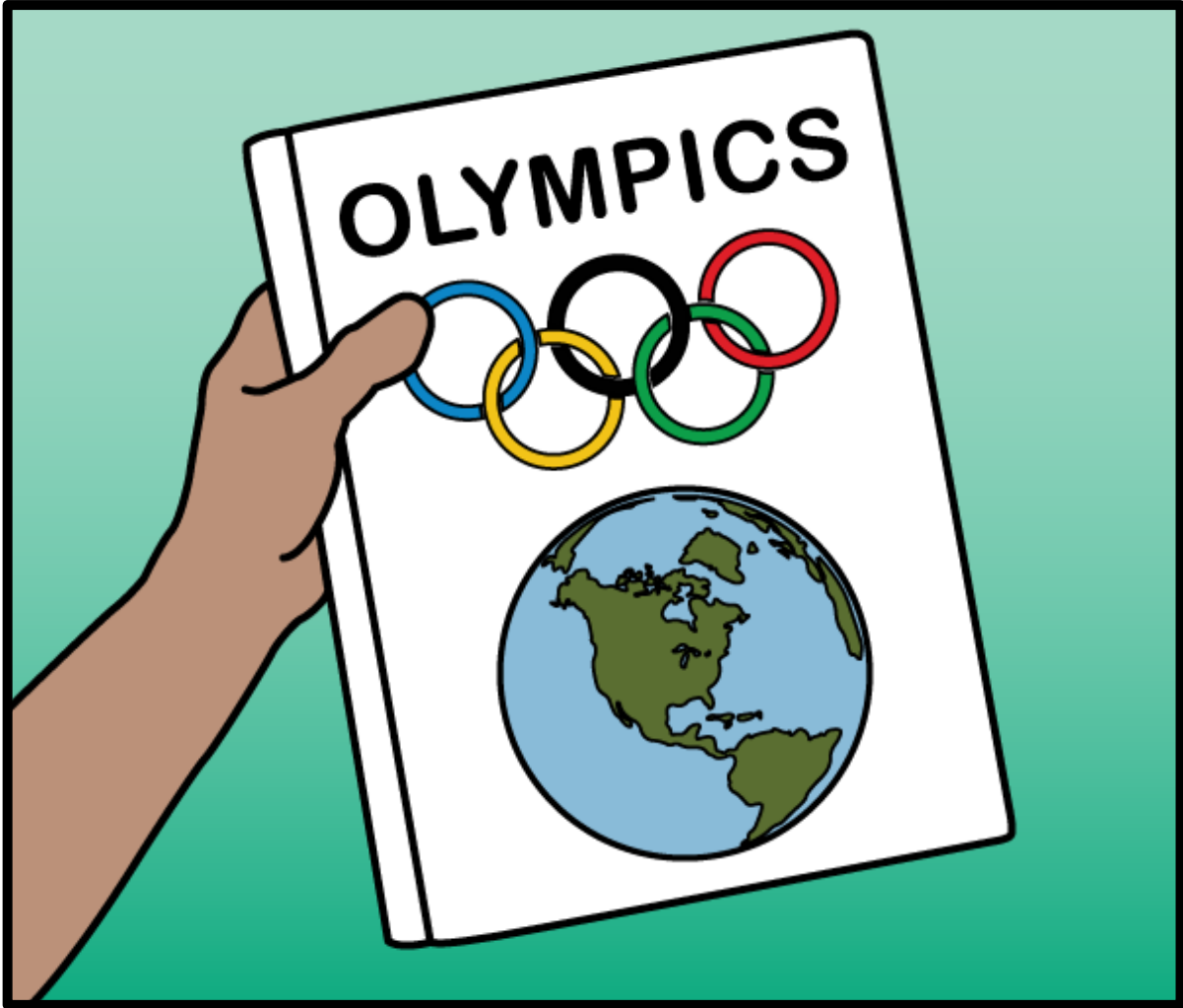
What Are the

Olympics?





Keisha, JR and Julie are excited about the Summer Olympics. They want to watch their favorite sports.



Keisha gets a book about the Olympics. The Olympics are sporting games. Athletes come from all around the world. Athletes play sports in the Olympic Games.



The first Olympics was long ago.

The first Olympics was in Greece.

**Men ran in a race. The winner wore
a wreath of olive branches.**



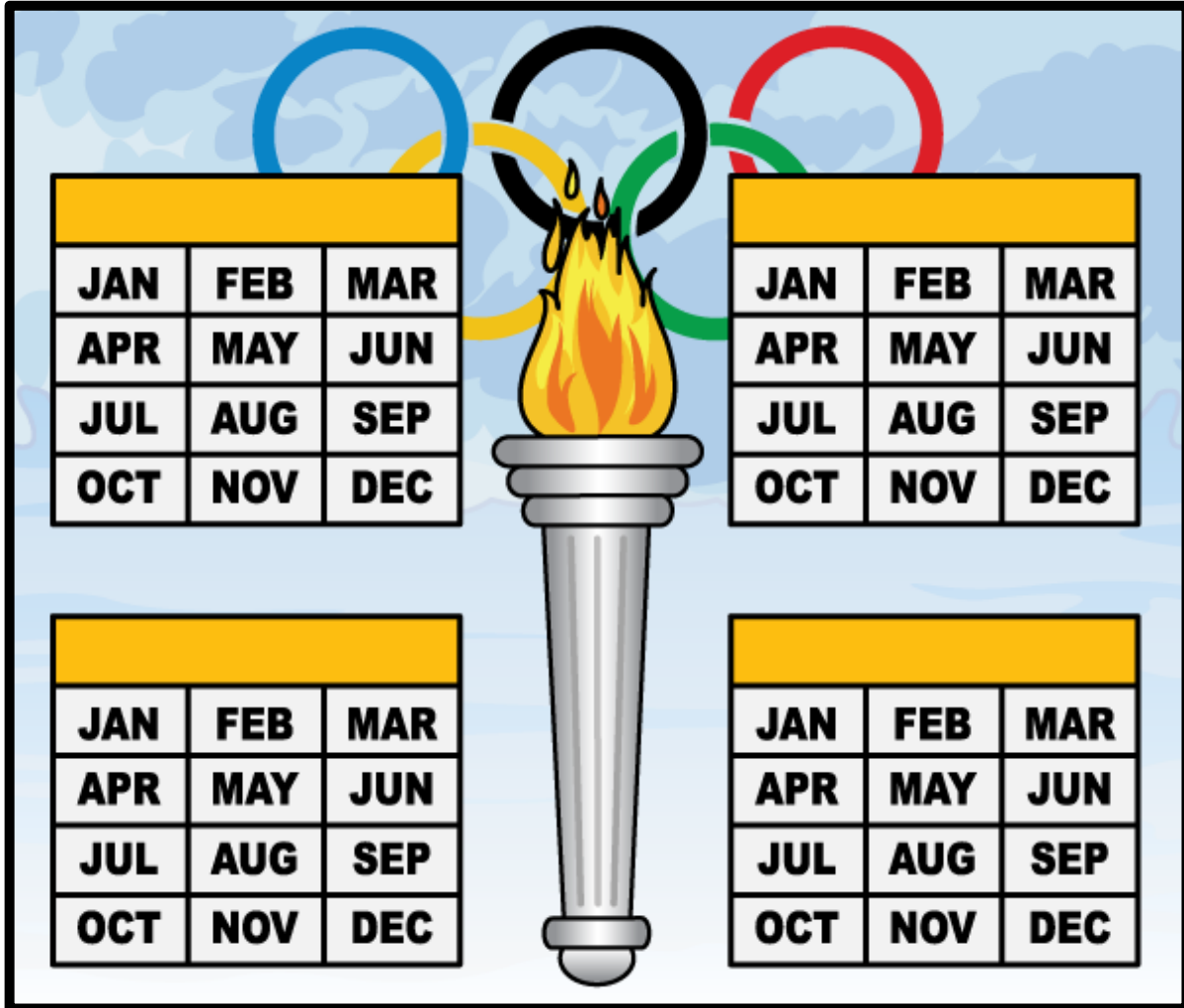
The Olympics added new games.

Some men rode in a chariot. Horses pulled the chariot in this race.

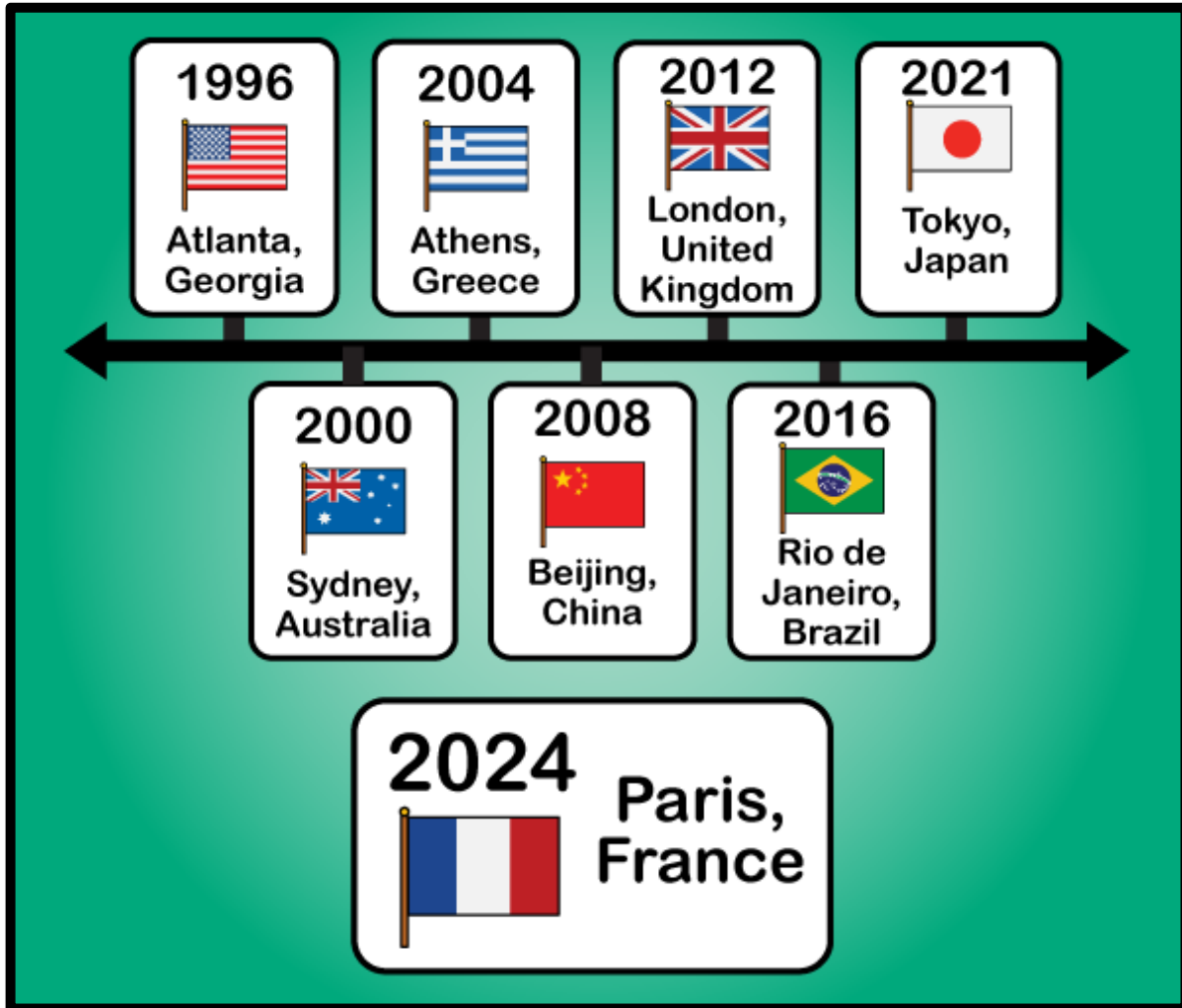
Women could not compete for a very long time.



The first modern Olympics was in 1896. Athletes came from all around the world. The countries' leaders liked the games. They wanted them to happen more often.



The Summer Olympic Games happen every four years. Sometimes the Olympics could not happen. This happened three times in the Olympics' history.

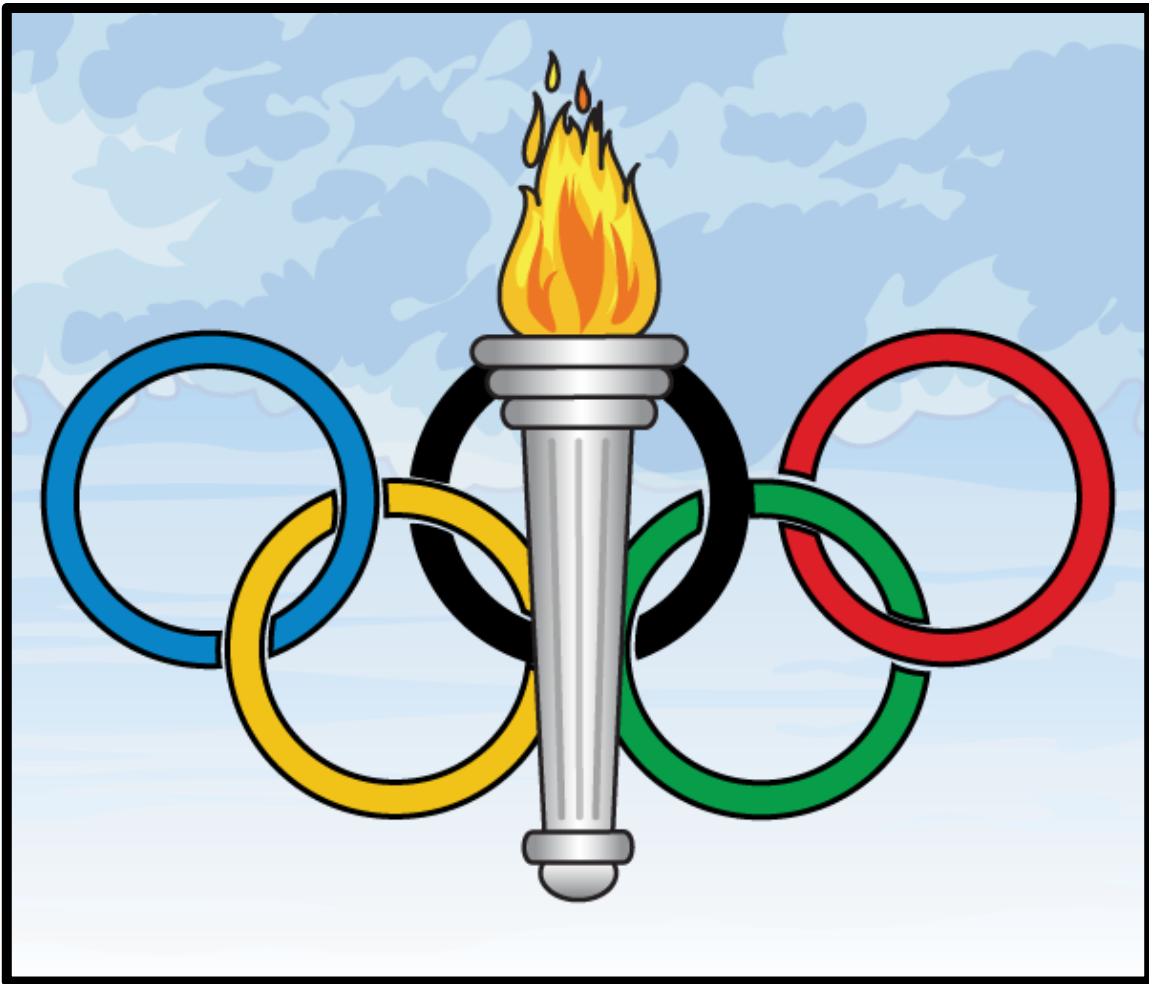


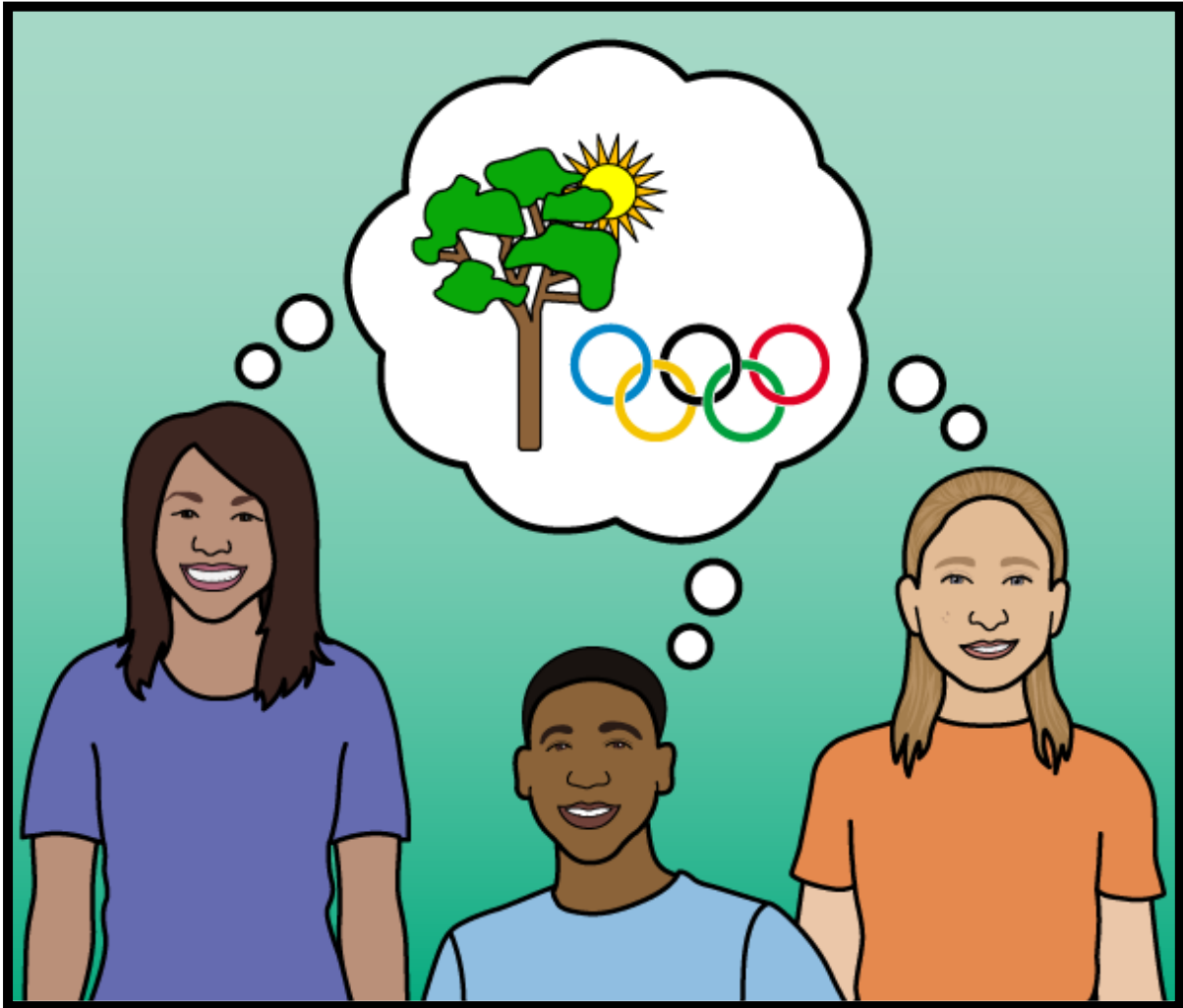
Julie looks at a timeline. Olympics have been in many cities around the world. The 2024 Summer Olympics is in Paris.

Chapter 1:

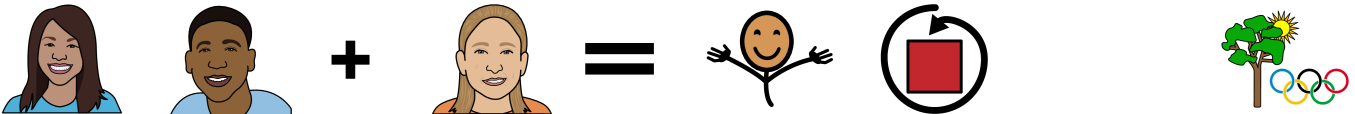
What Are the

Olympics?

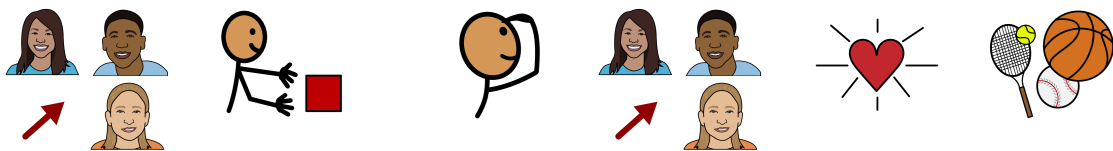


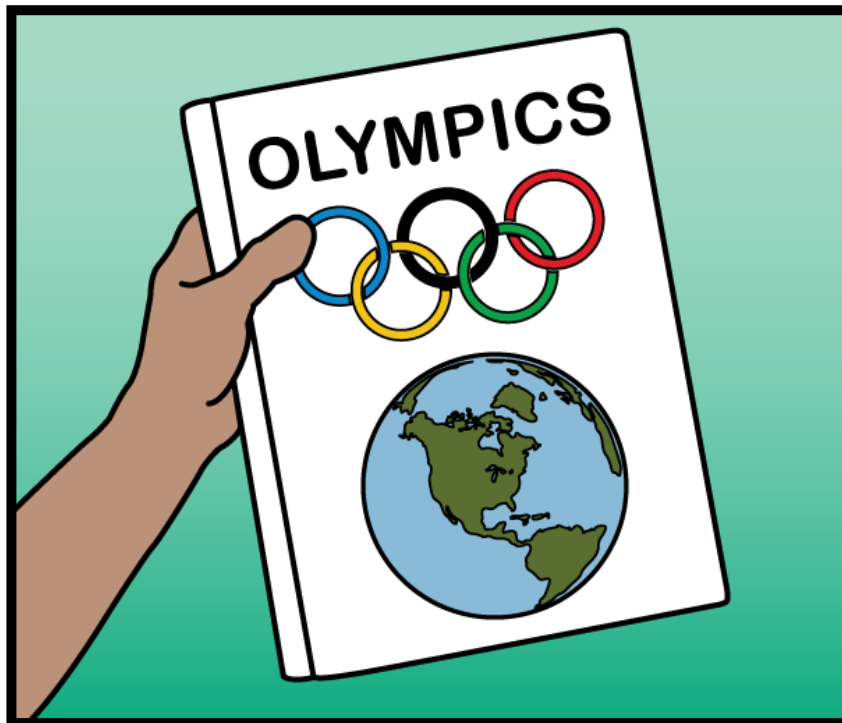


Keisha, JR and Julie are excited about the Summer Olympics.

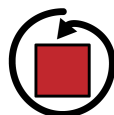
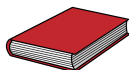


They want to watch their favorite sports.





Keisha gets a book about the Olympics.



The Olympics are sporting games.



Athletes come from all around the world.



Athletes play sports in the Olympic Games.





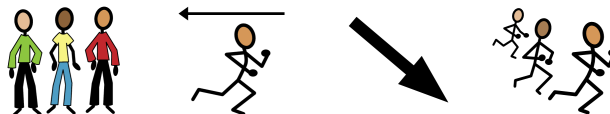
The first Olympics was long ago.



The first Olympics was in Greece.



Men ran in a race.

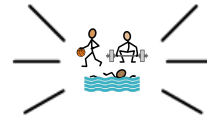
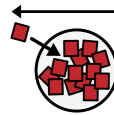


The winner wore a wreath of olive branches.

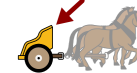
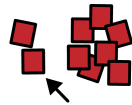




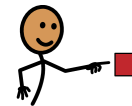
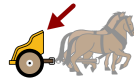
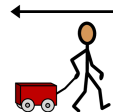
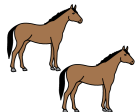
The Olympics added new games.



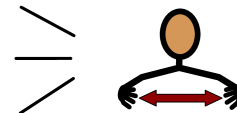
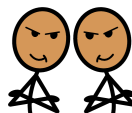
Some men rode in a chariot.



Horses pulled the chariot in this race.



Women could not compete for a very long time.

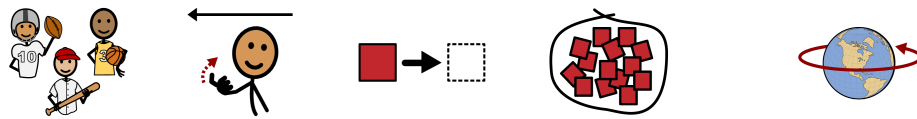




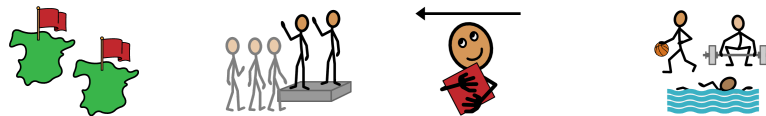
The first modern Olympics was in 1896.



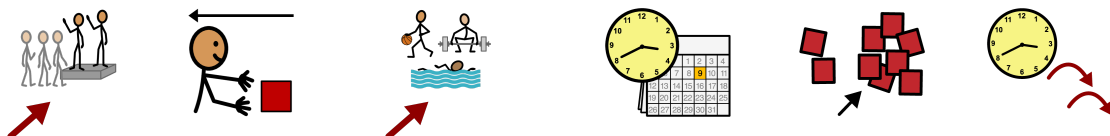
Athletes came from all around the world.

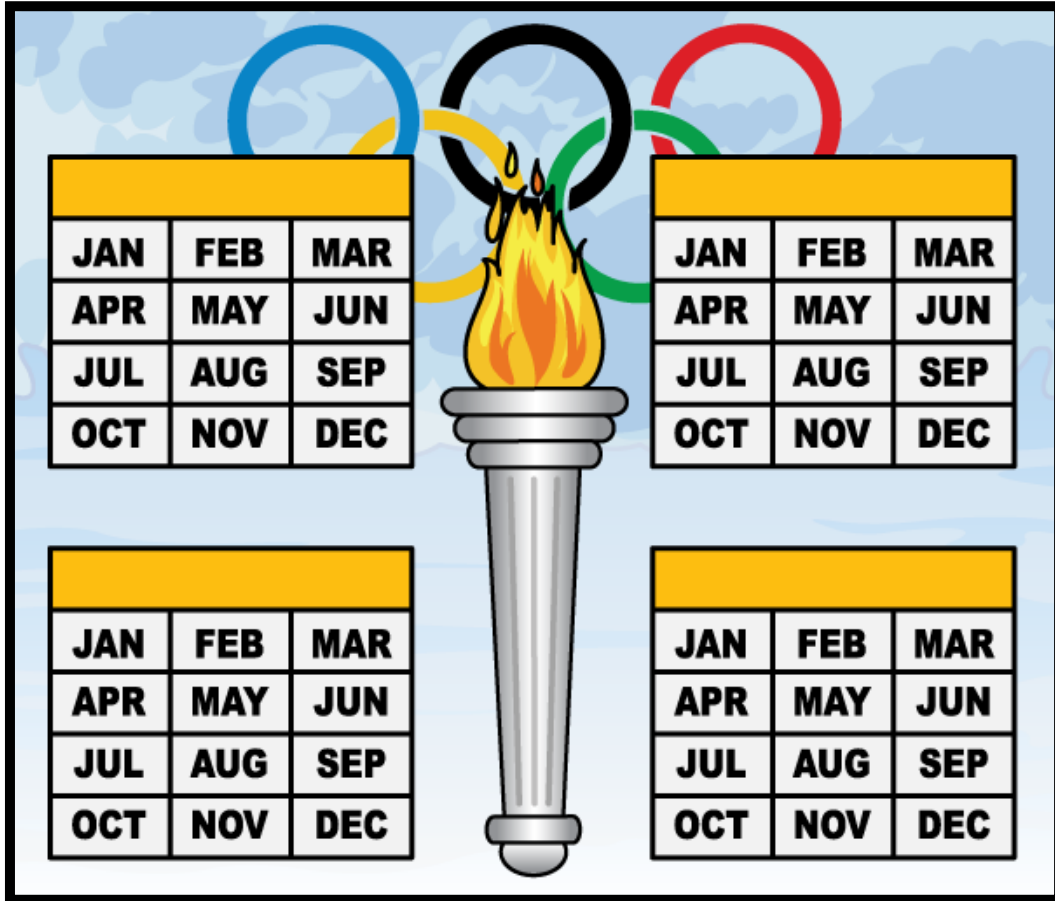


The countries' leaders liked the games.

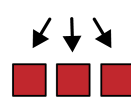
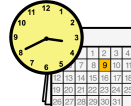


They wanted them to happen more often.

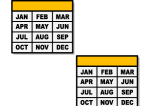




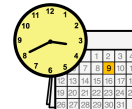
The Summer Olympic Games happen every four years.



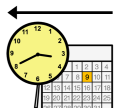
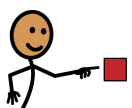
4



Sometimes the Olympics could not happen.

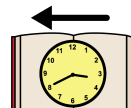


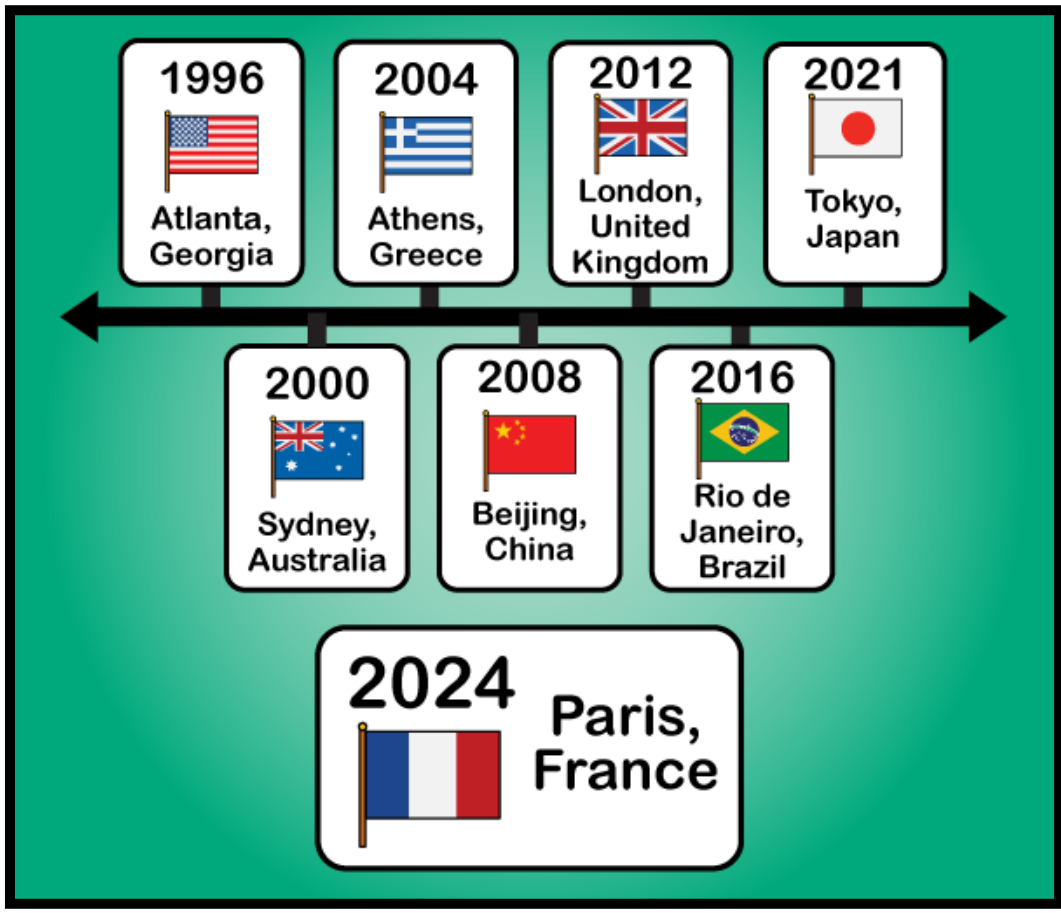
This happened three times in the Olympics' history.



3

x

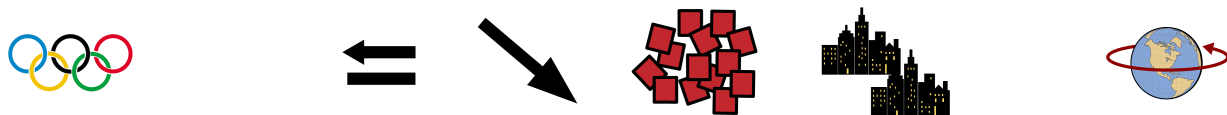




Julie looks at a timeline.



Olympics have been in many cities around the world.



The 2024 Summer Olympics is in Paris.



yes



What Are the Olympics?

no



<p>watch</p>	<p>play</p>	<p>excited</p>	<p>Keisha</p>	<p>JR</p>	<p>Julie</p>
<p>run</p>	<p>add</p>	<p>around the world</p>	<p>Summer Olympics</p>	<p>sport</p>	<p>game</p>
<p>compete</p>	<p>like</p>	<p>long ago</p>	<p>athlete</p>	<p>Greece</p>	<p>men</p>
		<p>new</p>	<p>race</p>	<p>winner</p>	<p>women</p>
		<p>four</p> <p>4</p>	<p>leader</p>	<p>city</p>	<p>Paris</p>

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

Lesson 3 - Chapter 1
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



Biography



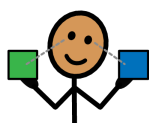
Social Studies



Science



What is the chapter topic?



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



Name: _____

1. The Olympics are sporting

2. Athletes come from all

3. play sports in the Olympic Games.

4. The first Olympics was in

5. The 2024 is in Paris.

Name: _____

1. The Olympics are sporting

2. Athletes come from all

3.

play sports in the Olympic Games.

4. The first Olympics was in

5. The 2024

is in Paris.

1. The Olympics are sporting

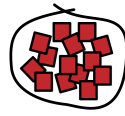


=



.

2. Athletes come from all



.

3.



play sports in the Olympic Games.



4. The first Olympics was in



.

5. The 2024
2024



is in Paris.



1. What is this chapter about?

a. horses

b. Olympics

c. Julie

2. Where do athletes come from?

a. around the world

b. London

c. school

3. Who plays sports in the Olympic Games?

a. dogs

b. JR

c. athletes

4. Where was the first Olympics?

a. Greece

b. Atlanta

c. Rio de Janeiro

5. What is important to know about this chapter?

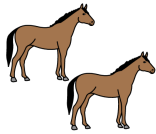
a. The Olympics have been held around the world.

b. Men run in races.

c. A horse can pull a cart.

1. What is this chapter about?

a. horses



b. Olympics



c. Julie



2. Where do athletes come from?

a. around the world



b. London



c. school



3. Who plays sports in the Olympic Games?

a. dogs



b. JR



c. athletes



4. Where was the first Olympics?

a. Greece



b. Atlanta



c. Rio de Janeiro



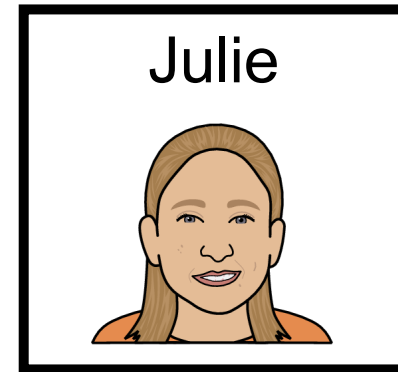
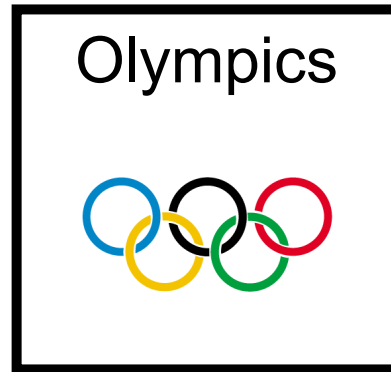
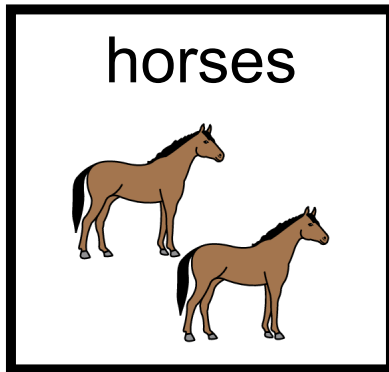
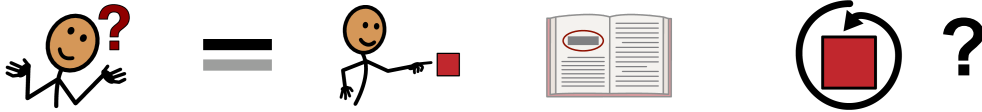
5. What is important to know about this chapter?

 a. The Olympics have been held around the world. 

 b. Men run in races. 

 c. A horse can pull a cart. 

1. What is this chapter about ?



2. Where do athletes come from ?



around
the world

A globe with two red arrows circling it, representing global travel or worldwide participation.

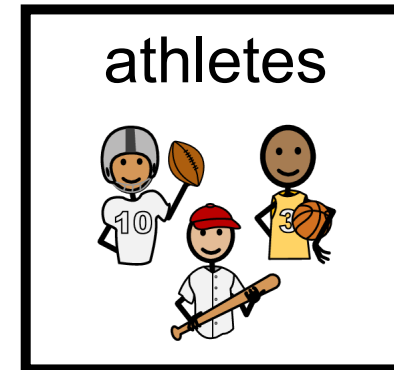
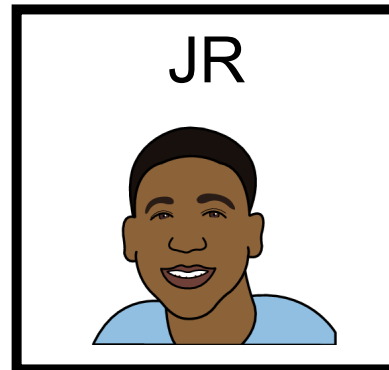
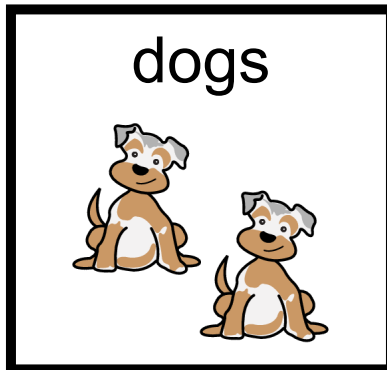
London

A stylized city skyline with a Union Jack flag flying from a pole, representing London.

school

A red schoolhouse with a white door and windows, representing a school.

3. Who plays sports in the Olympic Games ?



4. Where was the first Olympics ?



Greece



Atlanta



Rio de Janiero



5. What is important to know about this chapter?



The Olympics
have been held
around the world.

A globe with a red circular arrow around it, indicating global travel.

Men run in races.

Stick figures running in a race.

A horse can
pull a cart.

A brown horse pulling a yellow cart.

Name: _____

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

1. Keisha, JR and Julie are _____ about the summer.
2. They want to watch their favorite _____ and athletes.
3. Keisha gets a book about the _____ .
4. Over 10,000 athletes will _____ sports in the 2024 Summer Olympics.
5. The men would compete to _____ the race.

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

6. How many sports were in the first Olympics?

- a. 29
- b. 10,000
- c. 1

7. What was the first sport in the Olympics?

- a. bowling
- b. running
- c. swimming

8. What did the winners of the first Olympics wear?

- a. olive branches
- b. jacket
- c. gloves

9. What is special about the location of the Olympics?



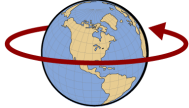





- a. Each Olympics will be held in a new city around the world.
- b. The Olympics are always held in Greece.
- c. The athletes get to choose the location.

10. How have the Olympics changed over time?

- a. Women can now compete and there are many more events.
- b. The Olympics happen every 10 years.
- c. The Olympics are held in the same city.


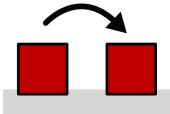



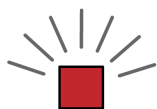
For hands-on instruction, print, cut out and laminate.

<p>Summer Olympics</p> 	<p>games</p> 	<p>Greece</p> 	<p>Athletes</p> 	<p>around the world</p> 
<p>Summer Olympics</p> 	<p>games</p> 	<p>Greece</p> 	<p>Athletes</p> 	<p>around the world</p> 
<p>Summer Olympics</p>	<p>games</p>	<p>Greece</p>	<p>Athletes</p>	<p>around the world</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?
