

 **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 stated indirectly 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 fitness while learning about the Olympics. In this chapter, **Learning About the Events**, Keisha, JR and Julie learn about some of the events that are part of the Olympics and what the athletes do.



Topic Words



Literacy Words

athlete event Olympics sport
compete medal rule team

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 3: Learning About the Events (Level H/I) Communication Board Standards Connection A | Chapter 3: Learning About the Events (Level H/I, F/G or F/G Symbol-Supported) Communication Board | Chapter 3: Learning About the Events 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 | | | |

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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 following Topic Words: athlete, compete, event, medal, Olympics, rule, sport, team. 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 is an event—a person who plays a sport or a sports contest?" Discuss students' responses. ● Display Chapter 3: Learning About the Events (Level H/I) and read the title. Use Standards Connection A to provide a visual. ● Preview the chapter. Look at the illustrations. Discuss how many of the illustrations show an Olympic event. Then say, "As I read today, it is your job to remember the name of an event from the Summer Olympics." ● Review the learning goal with students: I will remember an event from the Summer Olympics. |
| During Reading | <p>Model Fluent Reading</p> <ul style="list-style-type: none"> ● Read aloud with fluency and expression. ● Call attention to the different Summer Olympic events by slowing down and repeating event names. <p>Comment on People, Setting and Events</p> <ul style="list-style-type: none"> ● Comment on how the illustrations and text help you learn events from the Summer Olympics. For example, display page 19 of the book and say, "This is an illustration of a person diving. The text says that diving is an event in the Summer Olympics." Display page 21 of the book. Say, "This is an illustration of a horse and rider jumping. The text says equestrian jumping is an event in the Summer Olympics." ● Point out the implied meaning of a selection of text. For example, on page 24, the text says, "The athletes are strong and flexible." Ask students, "Have you ever felt strong?" Explain that the word 'strong' implies that the athletes are in good shape and good health. <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 25, the discussion question asks, "Why is it important to follow the rules in a sport?" Model how to find the clues in the text to answer the question. Say, "The book says, 'All of the sports have their own set of rules the athletes must follow.' I know rules keep people safe. I think following the rules will help keep your and your teammates safe." |
| After Reading | <ul style="list-style-type: none"> ● Revisit the learning goal. Ask, "What is one event from the Summer Olympics?" <p>Level 3: Have the student independently describe an event from the Summer Olympics. Provide a prompt, such as "What event takes place in the water?"</p> <p>Level 2: Have the student identify an event from the Summer Olympics. Provide a sentence frame: ____ is an event in the Summer Olympics. 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 the discussion by talking with students about other events in the Summer Olympics. ● Use Standards Connection A to discuss and compare different book genres and student preferences. |



Check Understanding ?











- ✳ **Level 3:** Can the student describe an event from the Summer Olympics from the chapter?
- ✳ **Level 2:** Can the student identify an event from the Summer Olympics? How?
- ✳ **Level 1:** Can the student identify an event from the Summer Olympics 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 events in the Summer Olympics. ● Use the following Topic Words in conversation about the chapter: athlete, compete, event, medal, Olympics, rule, sport, team. 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 events in the Summer Olympics. ● Use the following Topic Words in conversation about the chapter: athlete, compete, event, medal, Olympics, rule, sport, team. 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, before, best, did, four, horse, jump, learn, play, run, than, win. | 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, before, best, did, four, horse, jump, learn, play, run, than, win. |

 **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, "Which of these is an event at the Summer Olympics—gymnastics or car racing?" Discuss students' responses. ● Tell students they will now answer other questions about the chapter, Learning About the Events. Explain that the answers to these questions can be found in the chapter. Say, "I am going to ask you questions about the chapter, Learning About the Events. 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

race horse rules swim events

Fill-In (Levels 3-1)

1. Let's learn about ___ at the Olympics. (events)
2. Athletes _____ fast in the water. (swim)
3. Riders jump and run with their _____. (horse)
4. Athletes run fast in a _____. (race)
5. All sports have ___ to follow. (rules)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (mascots, snow, Olympic events*)
2. What do athletes do in the water? (swim*, drink, run)
3. What animal jumps and runs with their riders? (cow, horse*, pig)
4. What do athletes run fast in? (restaurant, race*, pool)
5. What is important to know about this chapter?
 - There are only two sports at the Olympics.
 - There is good food at the Olympics.
 - Sports have their own rules athletes follow.*

Fill-In Advanced

1. The _____ do flips and turns before diving into the water. (divers)
2. Water polo has two ___ throwing a ball into a goal in a pool. (teams)
3. _____ has individuals or teams row a boat through a course. (Rowing)
4. In _____ events, the horse and the rider show how they can jump, move and run. (equestrian)
5. Some athletes _____ a heavy metal ball. (throw)

Multiple-Choice Advanced

6. What event has an athlete jumping with a stick? (pole vault*, diving, badminton)
7. How do gymnasts compete in the Olympics? (as a team, as an individual, both*)
8. Where can volleyball be played? (road, grocery store, beach*)
9. What does Keisha learn about gymnastics?
 - Gymnasts can do things like flip and jump.*
 - Gymnasts must be able to swim fast.
 - Gymnasts can compete indoors or on the beach.
10. Which statement could be true?
 - Athletes can change the rules of their sport while playing.
 - Athletes must follow the rules of their sport to win.*
 - There are no team sports in the Olympics.



 **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 7 - Chapter 3
Standards Connection A


7
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 7
Lesson 7

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 theme/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 picture 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 mode (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 7 - Chapter 3
Standards Connection B

7
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 6
Lesson 7

 **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**

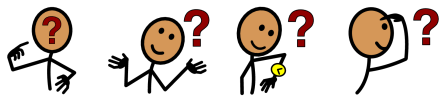




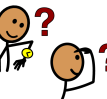
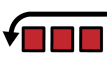
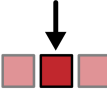
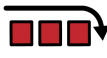

| Level 3 | Level 2 | Level 1 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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 7 - Chapter 3 Standards Connection C | | | |
|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 7 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

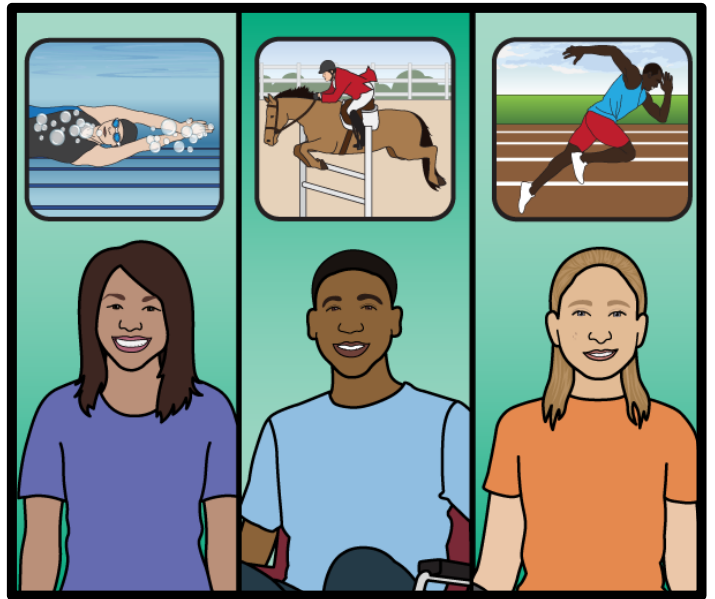
| | Who, What, When or Where?  | What is the feeling?  | How do you know? (word or phrase from story)  |
|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------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

Chapter 3: Learning About the Events



Bind This End

Keisha, JR and Julie are learning more about their favorite Summer Olympic events. Keisha loves water. She likes to swim in her pool. She wants to learn more about the water events. JR loves horses. He goes to horse therapy each week. He wants to know about Olympic events with horses. Julie likes to walk on a track. She wants to know about the track and field events.



How can we learn more about the Olympics?



Keisha uses the computer to learn more about swimming at the Summer Olympics. The fastest swimmer wins in four different swimming styles: the freestyle, the backstroke, the butterfly and the breaststroke. She also likes to watch the divers on the diving boards. The divers do flips and turns before diving into the water.

What are the four kinds of swimming styles?

Some events are for individual athletes.

Some are team events. Keisha learns about other water events: water polo, sailing, rowing and canoeing.

Water polo has two teams throwing a ball into a goal in a pool. Rowing has



individuals or teams row a boat through a course. Keisha is looking forward to watching the water events on TV.

What other water events take place besides swimming and diving?

JR looks up the horse events. Horse events are called equestrian events. JR sees three types of equestrian events.

They are called equestrian dressage, equestrian



eventing and equestrian jumping. In equestrian events, the horse and the rider show how they can jump, move and run. The horses jump over fences and move through different obstacle courses. The horse and rider that jump, run or move the best get a gold medal. JR can't wait to watch the horses jump over fences on TV.

What does equestrian mean?



Julie searches for athletics. This tells her about the track and field events. Athletes try to run faster, jump higher and throw farther than other athletes. Individuals and teams can run short and long races. Some athletes compete in long jump and high jump events.

What types of events are in athletics?



Julie did not know the Olympics have throwing events. Some athletes throw a heavy metal ball. This event is called shot put. Julie sees a picture of someone jumping with a stick. This event is called pole vault. She thinks that looks interesting. Julie wants to watch these events on TV.

Why would the shot put event take place on a field?



“Hey, what is gymnastics?” Keisha asks.

Gymnastics is for individuals and teams. The athletes are strong and flexible. They balance and move their bodies gracefully. They flip on balance beams. They do somersaults. They do jumps in the air and land on their feet. JR sees a picture of an athlete doing flips around a bar in the air.

What do athletes do when they compete in gymnastics?

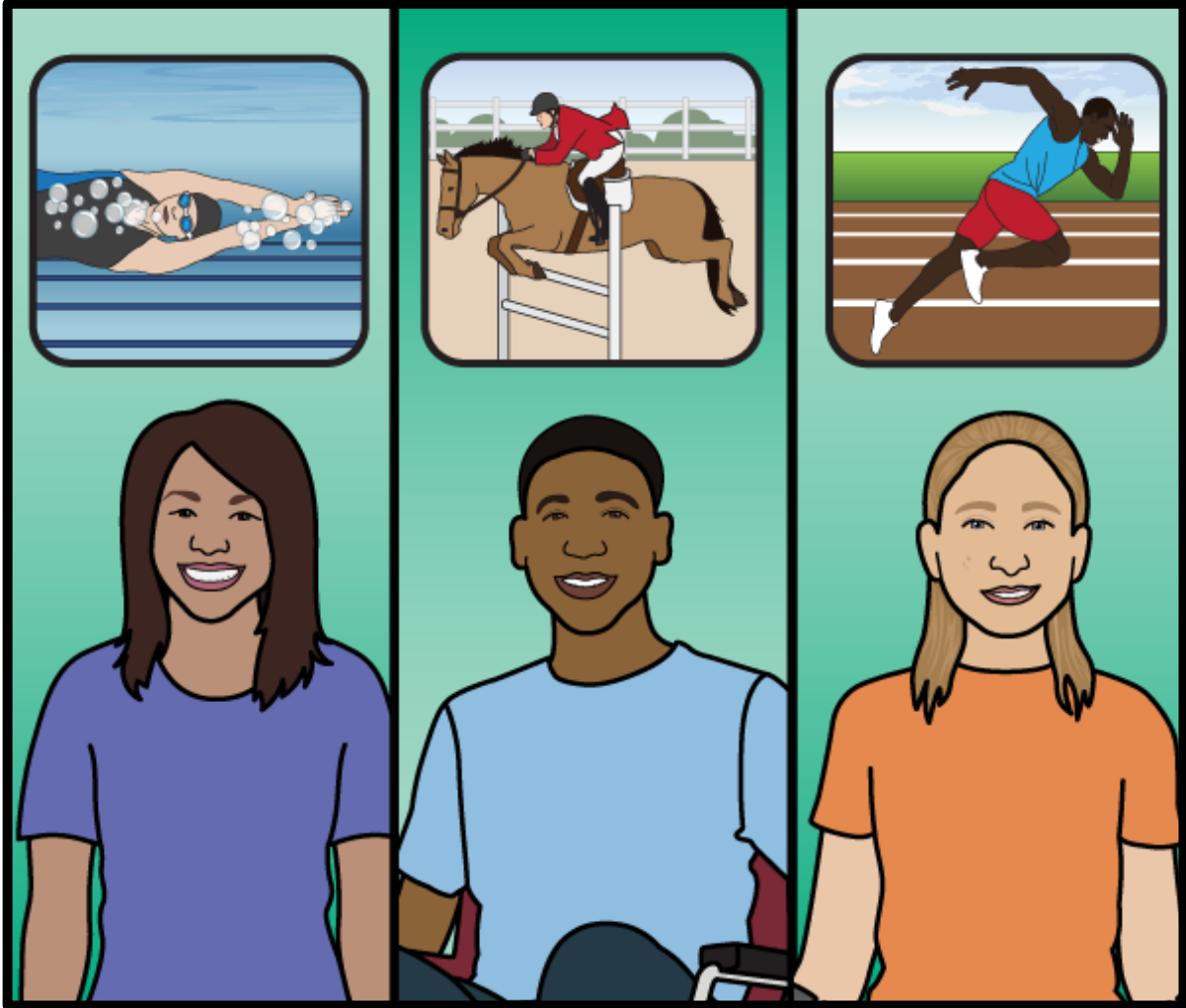
Keisha, JR and Julie learned about some events at the Olympics. The Olympics have many more events, such as volleyball. Volleyball can be played indoors or on a beach. Badminton, tennis, wrestling and weightlifting are some of the other sports in the Olympics. All of the sports have their own set of rules the athletes must follow. Following the rules of their sport will help the athlete or team win. What event do you want to watch during the Olympics?



Why is it important to follow the rules in a sport?

Chapter 3: Learning About the Events





**Let's learn about events at the
Olympics. Keisha likes to swim.
JR likes horses. Julie likes to walk.**



Keisha learns about water sports.

Athletes swim fast in the water.

Divers do flips off of the diving boards.



Other events take place in the water.

There is water polo, rowing, sailing

and canoeing. Water polo teams

throw a ball into a goal in a pool.

Keisha can watch these events on

TV.



**JR learns about horse events.
Riders jump and run with their
horse. JR likes to see the horses
jump over fences. JR can watch
these events on TV.**



Julie learns about athletes in track and field. Athletes run fast in a race. Athletes compete in the long jump.



**Some athletes throw a heavy ball.
Some athletes jump high with a
stick. Julie can watch these events
on TV.**



They all learn about gymnastics.

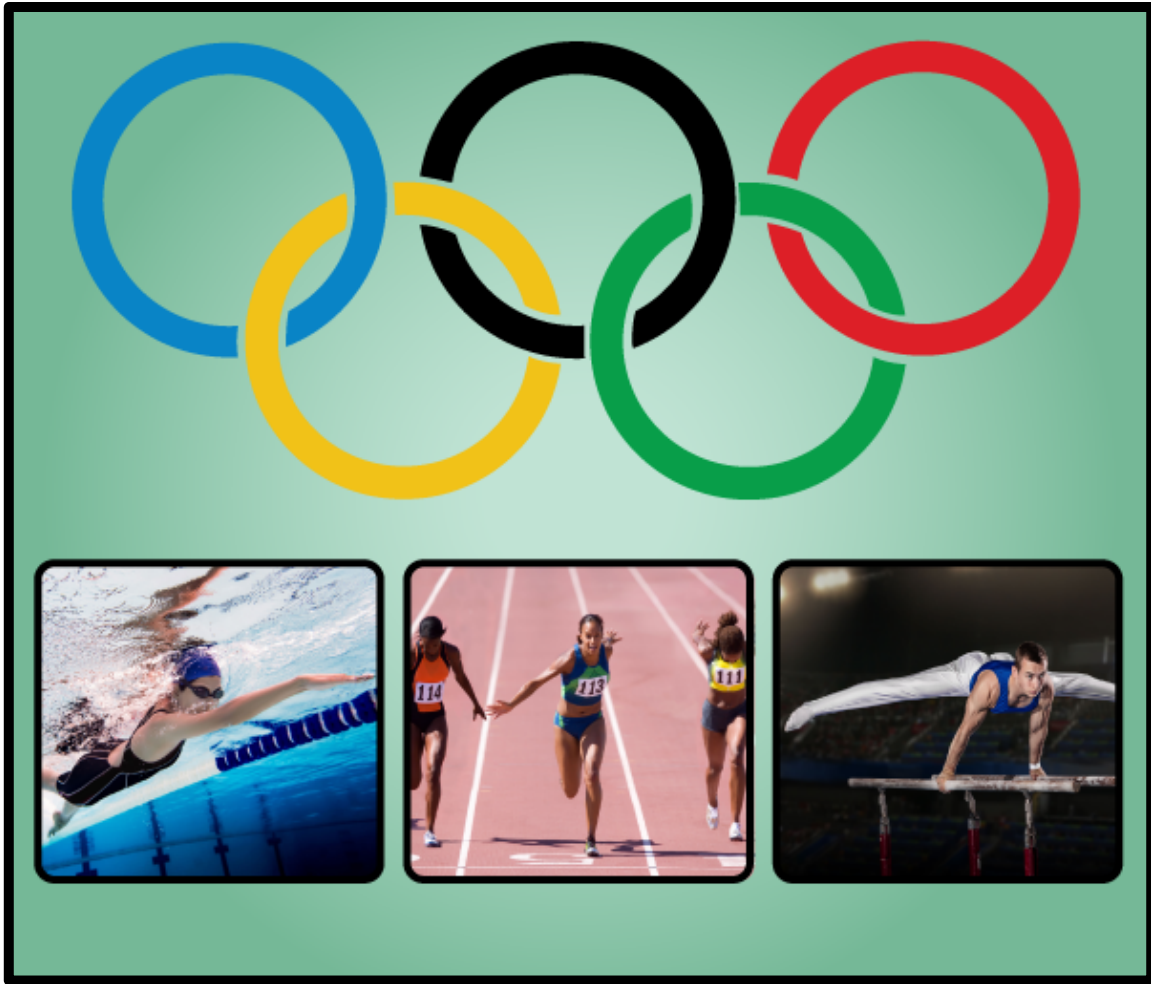
The athletes balance on beams.

They do flips in the air. They do somersaults.

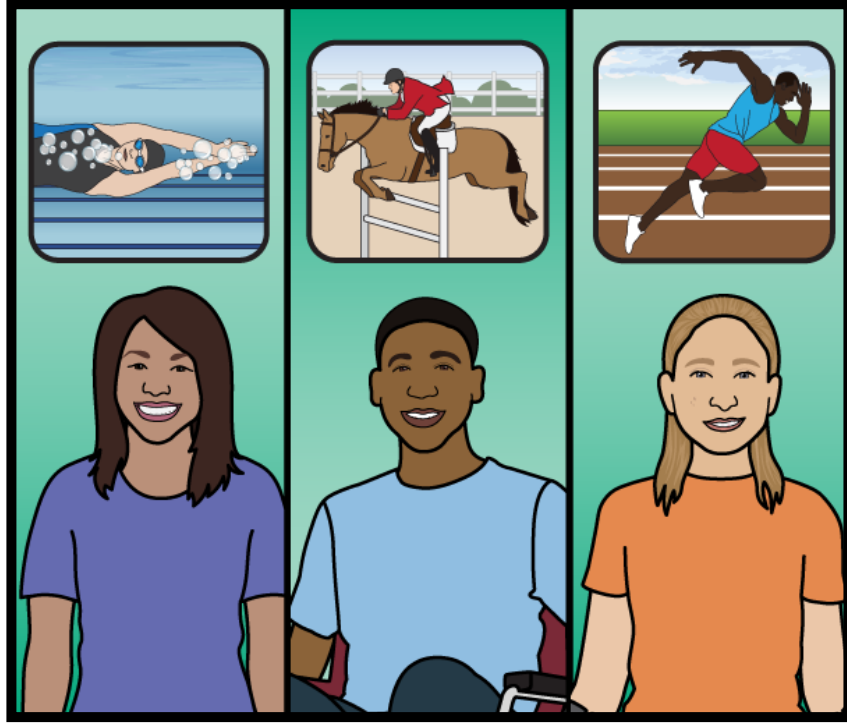


The Summer Olympics have many sports. All sports have rules to follow. Volleyball can be played inside or on a beach. Tennis and wrestling are other events. What is your favorite Olympic event ?

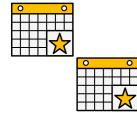
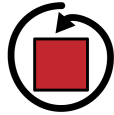
Chapter 3: Learning About the Events



Bind This End



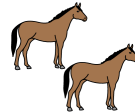
Let's learn about events at the Olympics.



Keisha likes to swim.



JR likes horses.

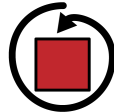


Julie likes to walk.





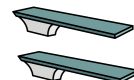
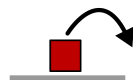
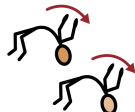
Keisha learns about water sports.



Athletes swim fast in the water.

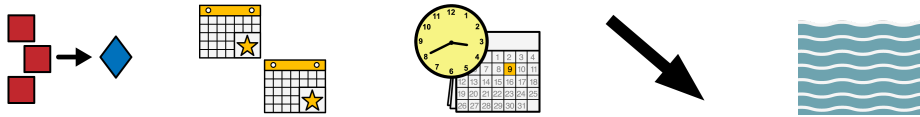


Divers do flips off of the diving boards.





Other events take place in the water.



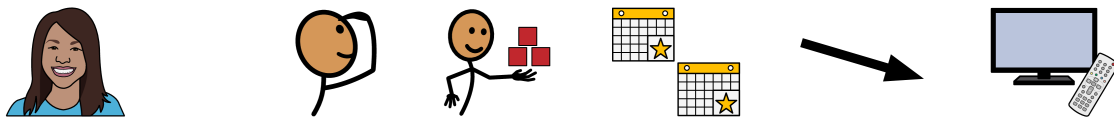
There is water polo, rowing, sailing and canoeing.



Water polo teams throw a ball into a goal in a pool.

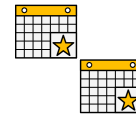
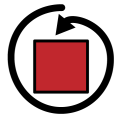


Keisha can watch these events on TV.

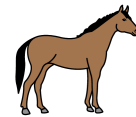
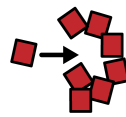
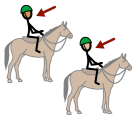




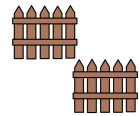
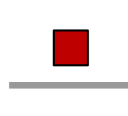
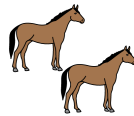
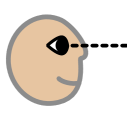
JR learns about horse events.



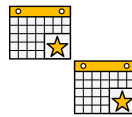
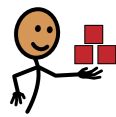
Riders jump and run with their horse.



JR likes to see the horses jump over fences.

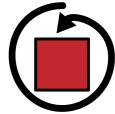


JR can watch these events on TV.





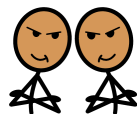
Julie learns about athletes in track and field.



Athletes run fast in a race.



Athletes compete in the long jump.





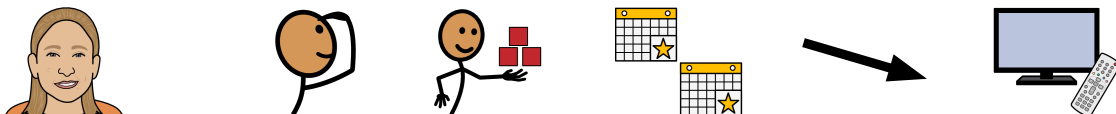
Some athletes throw a heavy ball.



Some athletes jump high with a stick.

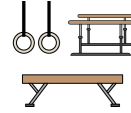
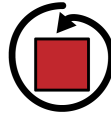
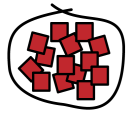
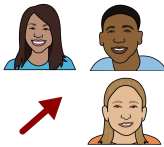


Julie can watch these events on TV.





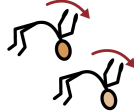
They all learn about gymnastics.



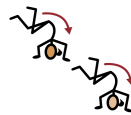
The athletes balance on beams.



They do flips in the air.



They do somersaults.





The Summer Olympics have many sports.



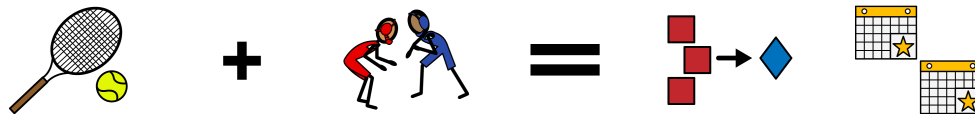
All sports have rules to follow.



Volleyball can be played inside or on a beach.



Tennis and wrestling are other events.



What is your favorite Olympic event ?



yes



Learning About the Events

no



| | | | | | | |
|-----------|-------------|--------------|---------------------|----------------|------------|-----------|
| learn | like | fast | event | Olympics | Keisha | JR |
| swim | walk | high | horse | Julie | water | sport |
| watch | jump | many | athlete | TV | rider | race |
| run | balance | favorite | track and field | gymnastics | beam | rule |

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

Lesson 7 - Chapter 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

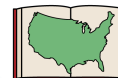


What is the chapter topic?

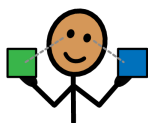
Biography



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



Name: _____

1. Let's learn about at the Olympics.

2. Athletes fast in the water.

3. Riders jump and run with their .

4. Athletes run fast in a .

5. All sports have to follow.

Name: _____

1. Let's learn about  at the Olympics.

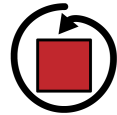
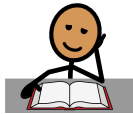
2. Athletes  fast in the water.

3. Riders jump and run with their  .

4. Athletes run fast in a  .

5. All sports have  to follow.

1. Let's learn about



at the Olympics.



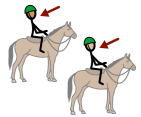
2. Athletes



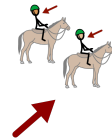
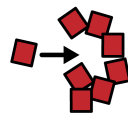
fast in the water.



3. Riders jump and run with their



+



.

4. Athletes run fast in a

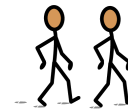


.

5. All sports have



to follow.



1. What is this chapter about?

a. mascots

b. snow

c. Olympic events

2. What do athletes do in the water?

a. swim

b. drink

c. run

3. What animal jumps and runs with their riders?

a. cow

b. horse

c. pig

4. What do athletes run fast in?

a. restaurant

b. race

c. pool

5. What is important to know about this chapter?

a. There are only two sports at the Olympics.

b. There is good food at the Olympics.

c. Sports have their own rules athletes follow.

1. What is this chapter about?

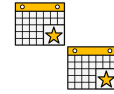
a. mascots



b. snow



c. Olympic events



2. What do athletes do in the water?

a. swim



b. drink

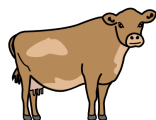


c. run



3. What animal jumps and runs with their riders?

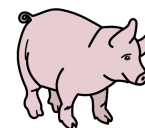
a. cow



b. horse



c. pig



4. What do athletes run fast in?

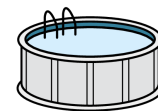
a. restaurant



b. race



c. pool



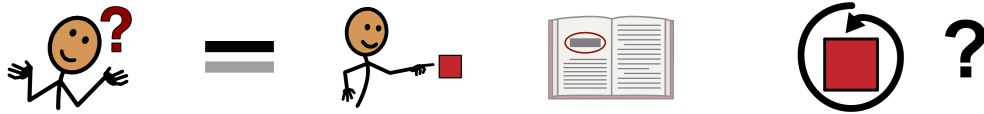
5. What is important to know about this chapter?

a. There are only two sports at the Olympics. 

b. There is good food at the Olympics. 

c. Sports have their own rules athletes follow. 

1. What is this chapter about ?



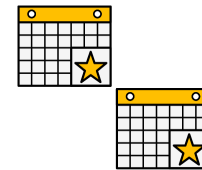
mascots



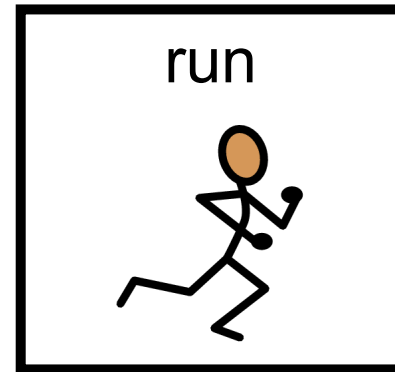
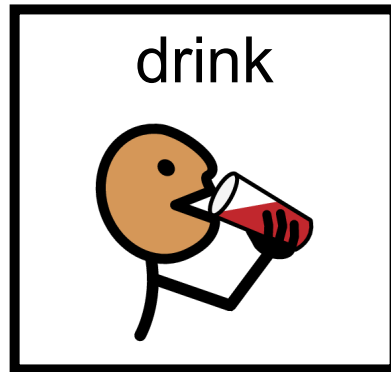
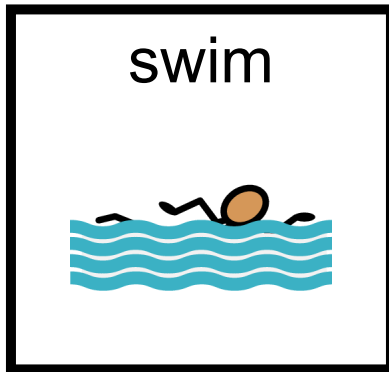
snow



Olympic events



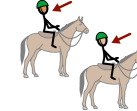
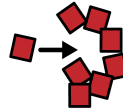
2. What do athletes do in the water ?



3. What animal jumps and runs with their riders ?

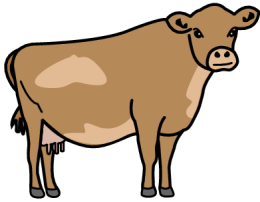


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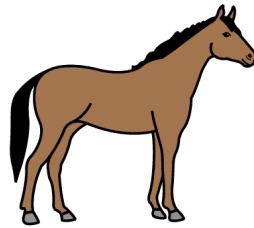


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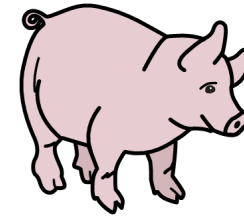
COW



horse



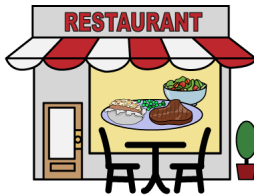
pig



4. What do athletes run fast in ?



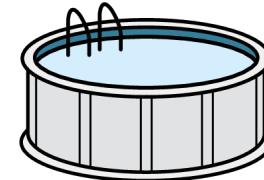
restaurant



race



pool



5. What is important to know about this chapter ?



There are only two sports at the Olympics.

An illustration showing a tennis racket, a tennis ball, a basketball, and a baseball.

There is good food at the Olympics.

An illustration showing a loaf of bread, an apple, and a carrot.

Sports have their own rules athletes follow.

Two small boxes containing checklists. The first box has items 1, 2, and 3, with 1 and 2 checked. The second box has items 1, 2, and 3, with 1 and 2 checked.

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

1. The _____ do flips and turns before diving into the water.
2. Water polo has two _____ throwing a ball into a goal in a pool.
3. _____ has individuals or teams row a boat through a course.
4. In _____ events, the horse and the rider show how they can jump, move and run.
5. Some athletes _____ a heavy metal ball.

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

6. What event has an athlete jumping with a stick?

- a. pole vault
- b. diving
- c. badminton

7. How do gymnasts compete in the Olympics?

- a. as a team
- b. as an individual
- c. both

8. Where can volleyball be played?

- a. road
- b. grocery store
- c. beach

9. What does Keisha learn about gymnastics?


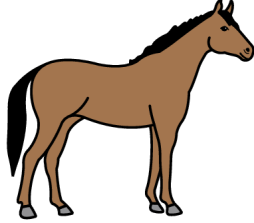

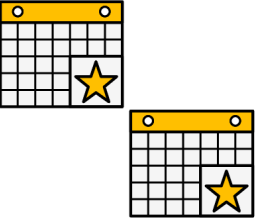

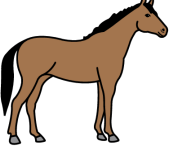

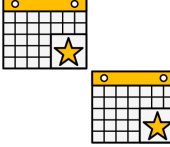
- a. Gymnasts can do things like flip and jump.
- b. Gymnasts must be able to swim fast.
- c. Gymnasts can compete indoors or on the beach.

10. Which statement could be true?

- a. Athletes can change the rules of their sport while playing.
- b. Athletes must follow the rules of their sport to win.
- c. There are no team sports in the Olympics.


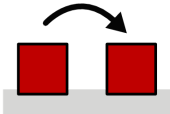



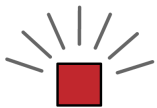
For hands-on instruction, print, cut out and laminate.

| | | | | |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <p>race</p>  | <p>horse</p>  | <p>rules</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 </div> <div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 </div> </div> | <p>swim</p>  | <p>events</p>  |
| <p>race</p>  | <p>horse</p>  | <p>rules</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 </div> <div style="border: 1px solid black; padding: 5px;"> <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 </div> </div> | <p>swim</p>  | <p>events</p>  |
| <p>race</p> | <p>horse</p> | <p>rules</p> | <p>swim</p> | <p>events</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?
