

 **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 the Summer Olympics, the Special Olympics, fitness and teamwork. In this chapter, **Special Olympics**, Keisha, JR and Julie learn about what the Special Olympics is, how it was started and some sports that are part of the Special Olympics.



Topic Words



athlete event practice
compete Olympics sport



Literacy Words

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

* Power Words

Benchmark Assessments

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

Unit Checkpoint Assessments






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

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





Lesson at a Glance

	Activity 1	Activity 2	Activity 3
 Instructional Activities	Read Aloud	Guided / Shared Reading	Answer Questions
 See how these activities fit into the Suggested Unit Pacing .			
 ULS Materials and Resources	Chapter 5: Special Olympics (Level H/I) Communication Board Standards Connection A	Chapter 5: Special Olympics (Level H/I, F/G or F/G Symbol-Supported) Communication Board	Chapter 5: Special 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			

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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, practice, sport. As you read, consider using Lesson 15, Activity 5 to help students use context clues to find the meaning of words in the text. ● Continue talking about the Olympics. Ask a focus question such as, "Has anyone heard of another type of Olympics?" Discuss students' responses. ● Display Chapter 5, Special Olympics (Level H/I), and read the title. Use Standards Connection A to provide a visual. ● Preview the chapter. Point out the Special Olympics symbol and discuss the possible meaning. Then say, "As I read, it is your job to remember who can compete in the Special Olympics." ● Review the learning goal with students: I will remember who can compete in the Special Olympics.
During Reading	<p>Model Fluent Reading</p> <ul style="list-style-type: none"> ● Read aloud with fluency and expression. ● Emphasize ways the Special Olympics helps disabled athletes (make friends, gain confidence). <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 Special Olympics. For example, on page 36, point to the illustration of JR playing basketball and say, "The text says the Special Olympics are for athletes with a disability." ● Point out the implied meaning of a selection of text. For example, on page 36, the text says "The Special Olympics help athletes gain confidence in themselves." Ask, "What feeling does the term 'confidence' give?" Talk about how confidence gives readers positive feelings about the Special Olympics. <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 41, the discussion question asks, "How can the Special Olympics help athletes?" Model how to find the clues in the text to answer the question. Say, "The book says, 'The Special Olympics is a great way to stay active as you get older.' I know exercise is good for your body. I think the Special Olympics can help people with disabilities exercise and stay healthy."
After Reading	<ul style="list-style-type: none"> ● Revisit the learning goal. Ask, "Who can compete in the Special Olympics?" <p>Level 3: Have the student independently describe who can compete in the Special Olympics. Provide a prompt such as, "Who can compete in the Special Olympics?"</p> <p>Level 2: Have the student identify who can compete in the Special Olympics by completing a sentence frame: The Special Olympics are for athletes with a _____. Picture supports such as the Communication Board or the story illustrations may be used as needed.</p> <p>Level 1: Have the student answer a question or complete the sentence frame from Level 2 practice by making a selection from a narrowed field or errorless choice(s).</p> <ul style="list-style-type: none"> ● Continue discussion by asking students if they know anyone who has competed in the Special Olympics. ● Use Standards Connection A to discuss and compare different book genres and student preferences.



Check Understanding ?

- ✳ **Level 3:** Can the student describe who can compete in the Special Olympics?
- ✳ **Level 2:** Can the student identify who can compete in the Special Olympics? How?
- ✳ **Level 1:** Can the student identify who can compete in the Special Olympics by making a selection from a narrowed field or errorless choice(s)?

















 **Instructional Target**




Reading Standards for Literature

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

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

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

 **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, "Who started the Special Olympics—Cathy Freeman or Eunice Shriver?" Discuss students' responses. • Tell students they will now answer other questions about the chapter, Special 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, Special 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

wheelchair Eunice Shriver games disability Special Olympics

Fill-In (Levels 3-1)

1. JR was in the _____. (Special Olympics)
2. The Special Olympics are for athletes with a _____. (disability)
3. The Special Olympics was started by _____. (Eunice Shriver)
4. JR was in a ____ race. (wheelchair)
5. Athletes work hard in all events and _____. (games)

Multiple-Choice (Levels 3-1)

1. What is this chapter about? (vacation, baseball, Special Olympics*)
2. Who are the Special Olympics for? (books, athletes with disabilities*, flowers)
3. Who started the Special Olympics? (Santa Claus, Eunice Shriver*, Barack Obama)
4. What did JR use to race in the Special Olympics? (horse, skateboard, wheelchair*)
5. What is important to know about this chapter?
 - Athletes work hard in their events.*
 - Athletes do not need to practice.
 - Athletes do not play sports.

Fill-In Advanced

1. Julie sees a _____ for the Special Olympics. (website)
2. JR has been an _____ in the Special Olympics. (athlete)
3. The first Special Olympics Summer Games was held in _____. (1968)
4. The Special Olympics help athletes _____ confidence in themselves. (gain)
5. Eunice and Rosemary liked to play _____ together. (sports)

Multiple-Choice Advanced

6. What can athletes do at the Special Olympics? (compete*, bake, build)
7. How many sports are in the Special Olympics? (1, 37*, 100)
8. Where do Special Olympics events take place? (in Texas, only in the U.S., all over the world*)
9. Why are the Special Olympics important for athletes with disabilities?
 - They give athletes a chance to compete in sports and be active.*
 - They give athletes a chance to watch the Summer Olympics.
 - They help athletes learn how to make a scrapbook.
10. How are the Special Olympics and Summer Olympics alike?
 - Athletes do not have to do their best to win.
 - All athletes have to practice hard to try and win.*
 - The athletes do not have to compete to win.



 **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 11 - Chapter 5
Standards Connection A


11
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 6
Lesson 11

 **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, character, 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 supports the development of a theme with support.
- Identify the theme of a story, play or poem by pointing to pictures or text.
- Communicate on a topic specific to the purpose and audience, using picture supports.
- Use conventions of language to generate a simple sentence when speaking or writing.

Level 1 Students will...


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




Use Standards Connection B to identify the main idea and details of a chapter and summarize and sequence events.


Standards for Language are means of building communication skills. This extended activity, based on book reading, is an excellent tool for developing expressive communication. Incorporate augmentative systems (low tech and high tech) to encourage self-generated sentences and model language expansion.

Lesson 11 - Chapter 5
Standards Connection B

11
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 10 Lesson 11

 **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.

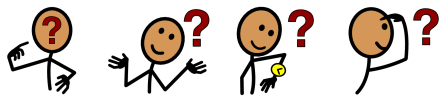




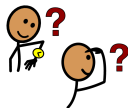
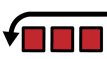
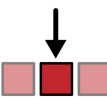
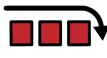

To complete the Story Board Chart, select a feature from the text. In the first column give an example from the text. The example should be written in the student's own words. Next, students will identify the feeling of the text based on that example (e.g., excited, nervous, scared, happy). In the final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

Lesson 11 - Chapter 5
Standards Connection C
11

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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HIGH SCHOOL, Unit 10
Lesson 11

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 5: Special Olympics

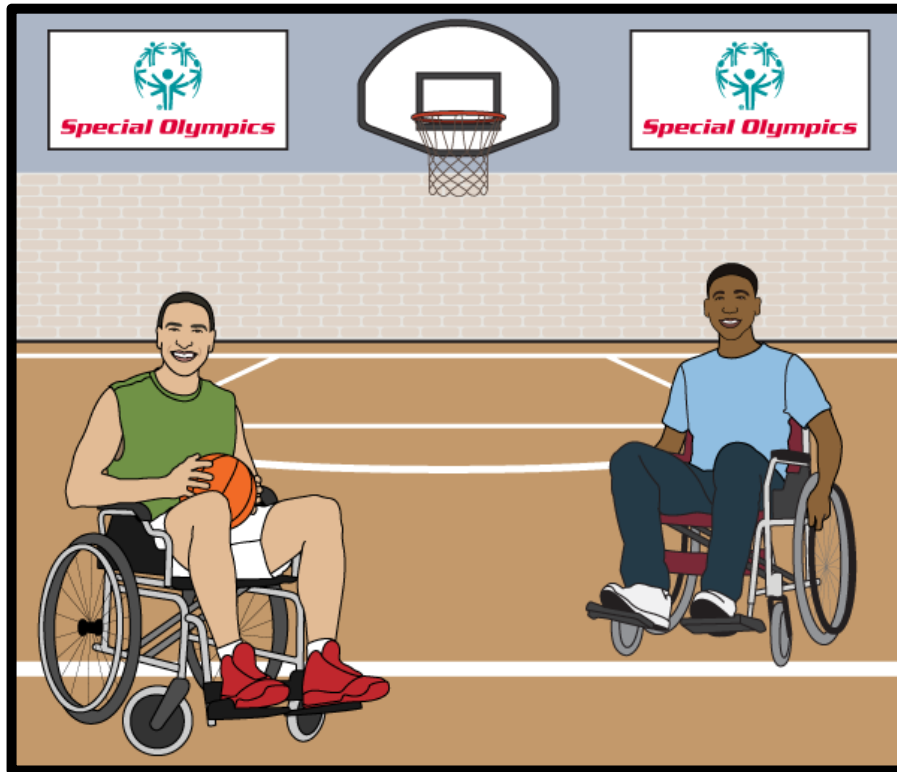


Bind This End



Keisha, JR and Julie enjoy learning about the Olympics, the events and famous athletes. Julie is looking at websites. She sees a website for the Special Olympics. She asks JR and Keisha if they have heard of the Special Olympics. JR says, “Yes! I have been an athlete in the Special Olympics!”

Who has been in the Special Olympics?



The Special Olympics are for athletes with a disability. The first Special Olympics Summer Games was held in 1968. The Special Olympics allow athletes to compete and make friends with others. The Special Olympics help athletes gain confidence in themselves.

What are the Special Olympics?

The Special Olympics was started by Eunice Kennedy Shriver. She had a sister named Rosemary.

Rosemary had a disability. Eunice and Rosemary liked to play sports



together. Eunice had an idea. In 1962 she had a summer day camp in her backyard. Children with disabilities learned to play sports at the camp. This is how the Special Olympics started.

Who started the Special Olympics?

Now the Special Olympics are in over 193 countries. There are more than 5.6 million Special Olympics athletes across the world. They can compete in 37 different sports. The Special Olympics has small competitions that take place every year. The Special Olympics also has big competitions that take place around the world. They are called the Special Olympics World Games. The World Games take place every two years. The last World Games was in Berlin, Germany, in 2023. The next World Games will be in Italy in 2025. Italy is in Europe.



How many different sports are a part of the Special Olympics?



Some Special Olympics sports include:

- Swimming.
- Running.
- Basketball.
- Bowling.
- Gymnastics.
- Softball.
- Tennis.
- Volleyball.

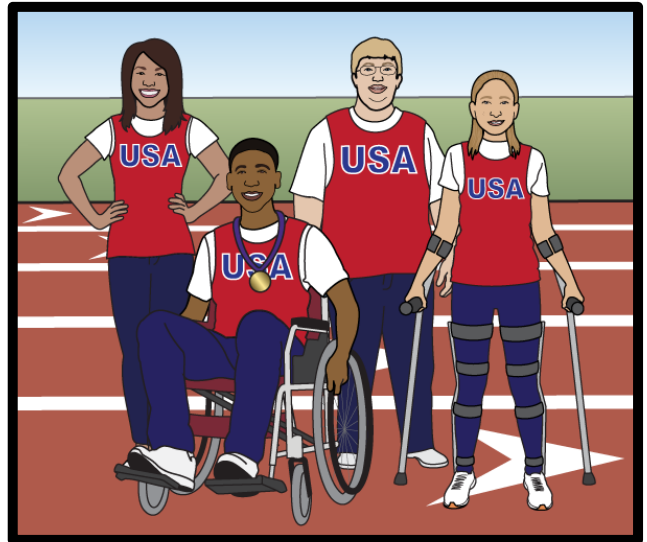
What sports are you interested in?



Keisha and Julie ask JR more about the Special Olympics. JR says, “I was in the Special Olympics. I was in a wheelchair race. Here is my scrapbook from the Special Olympics.” JR shows Keisha and Julie his scrapbook. JR has pictures of his friends running, jumping and riding bicycles.

What is one sport JR plays?

Keisha, Julie and JR read more about the Special Olympics. The Special Olympics are held every year. They can be held in your school, in your city or in your state. Athletes



must be at least 8 years old. Athletes can compete till any age they want. The Special Olympics are a great way to stay active as you get older. Athletes must also practice and do their best. Maybe Keisha and Julie will join JR's team next year.

How can the Special Olympics help athletes?

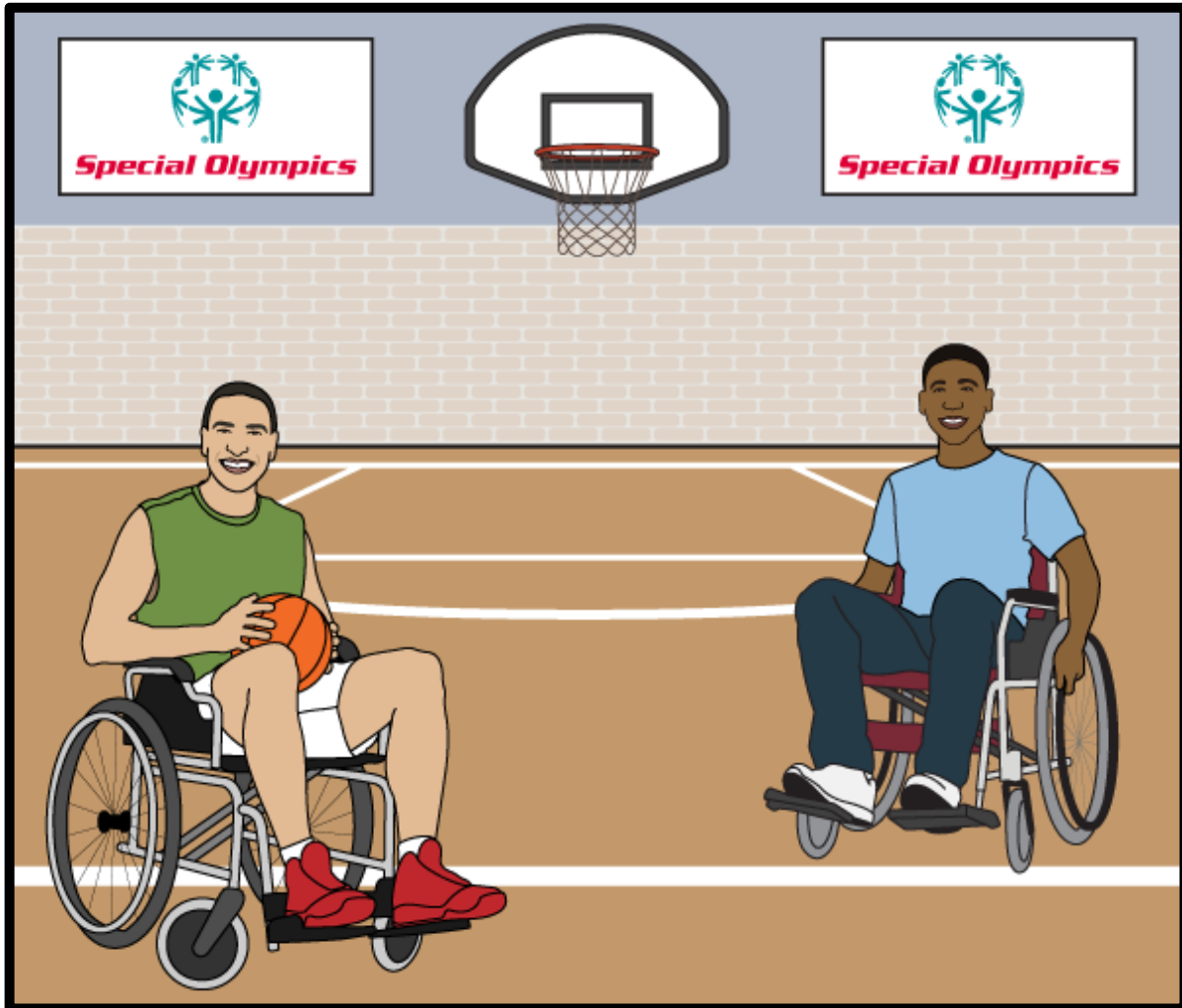
Chapter 5: Special Olympics



Bind This End



Keisha, JR and Julie like learning about the Olympics. Julie sees a website for the Special Olympics. JR was in the Special Olympics !



The Special Olympics are for athletes with a disability. These athletes play sports. Playing sports makes you more confident. You can meet new friends playing sports.



The Special Olympics was started by Eunice Shriver. Eunice started a sports camp. This camp was for children with special needs. This is how the Special Olympics started.



Many countries participate in the Special Olympics. Millions of athletes participate in the Special Olympics. There are 37 different sports. The Special Olympics World Games happen every 2 years.



Some Special Olympics sports include:

- **Swimming.**
- **Running.**
- **Basketball.**
- **Bowling.**
- **Gymnastics.**
- **Softball.**
- **Tennis.**
- **Volleyball.**



The girls ask JR about the Special Olympics. JR was in a wheelchair race. He shows them his scrapbook.



The Special Olympics are every year. They can be in your school or state. An athlete can compete when they are 8 years old. Athletes work hard in all events and games.

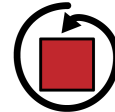
Chapter 5: Special Olympics



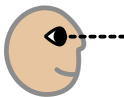
Bind This End



Keisha, JR and Julie like learning about the Olympics.

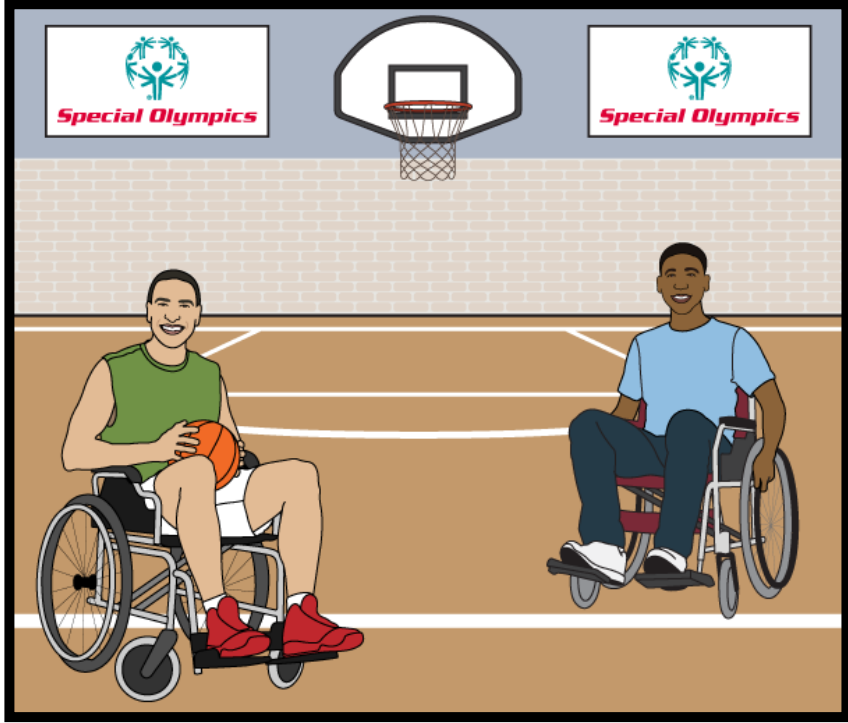


Julie sees a website for the Special Olympics.



JR was in the Special Olympics !

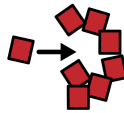




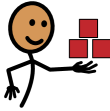
The Special Olympics are for athletes with a disability.



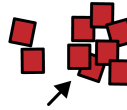
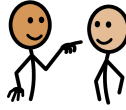
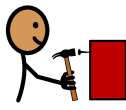
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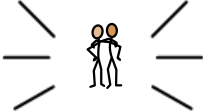
These athletes play sports.



Playing sports makes you more confident.

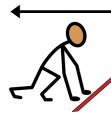


You can meet new friends playing sports.

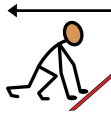




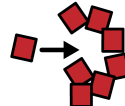
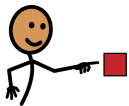
The Special Olympics was started by Eunice Shriver.



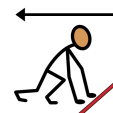
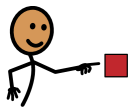
Eunice started a sports camp.



This camp was for children with special needs.

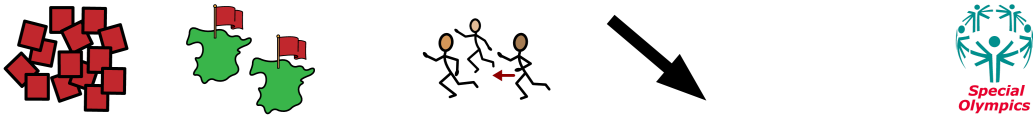


This is how the Special Olympics started.

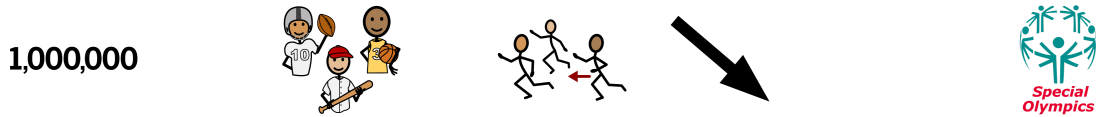




Many countries participate in the Special Olympics.



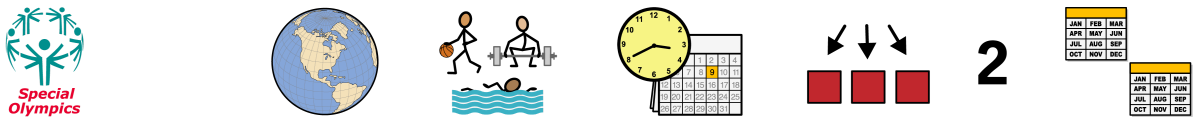
Millions of athletes participate in the Special Olympics.



There are 37 different sports.

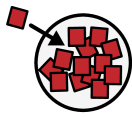
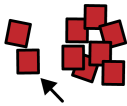


The Special Olympics World Games happen every 2 years.





Some Special Olympics sports include:



● Swimming. 


● Running. 

● Basketball. 

● Bowling. 

● Gymnastics. 

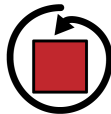
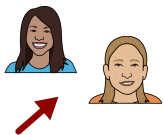
● Softball. 

● Tennis. 

● Volleyball. 



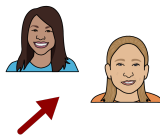
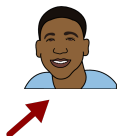
The girls ask JR about the Special Olympics.

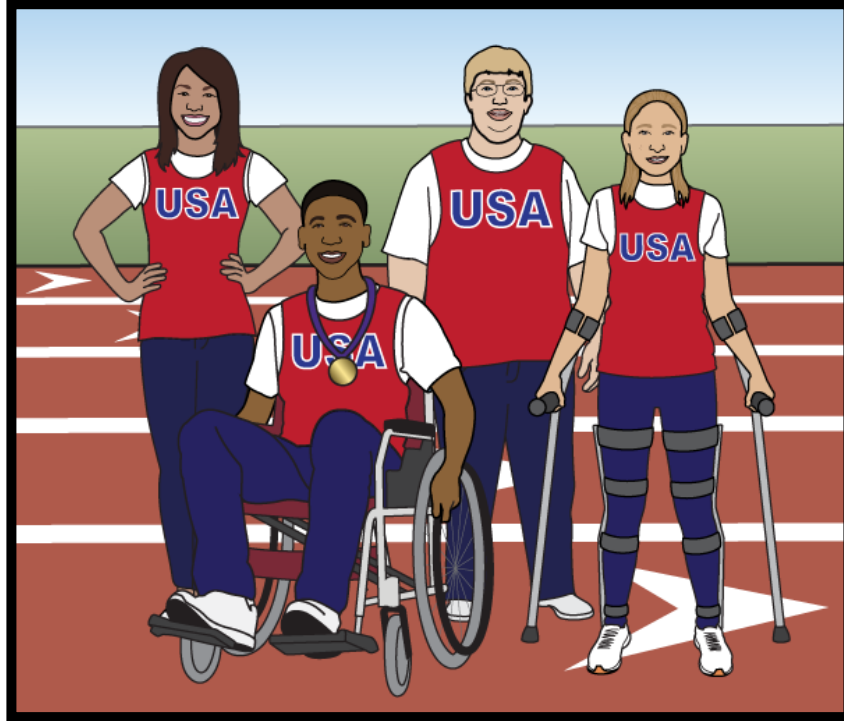


JR was in a wheelchair race.



He shows them his scrapbook.

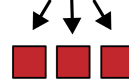




The Special Olympics are every year.



=



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

They can be in your school or state.



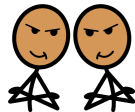
⇒



or



An athlete can compete when they are 8 years old.

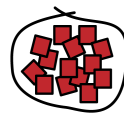


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8



Athletes work hard in all events and games.



+



yes



Special Olympics

no



<p>play</p>	<p>confident</p>	<p>JR</p>	<p>Olympics</p>	<p>Special Olympics</p>												
<p>meet</p>	<p>new</p>	<p>athlete</p>	<p>disability</p>	<p>sport</p>												
<p>start</p>	<p>37</p>	<p>friend</p>	<p>Eunice Shriver</p>	<p>camp</p>												
<p>participate</p>	<p>2</p>	<p>child</p>	<p>country</p>	<p>game</p>												
<p>work</p>	<p>hard</p>	<p>year</p> <table border="1"> <tr><td>JAN</td><td>FEB</td><td>MAR</td></tr> <tr><td>APR</td><td>MAY</td><td>JUN</td></tr> <tr><td>JUL</td><td>AUG</td><td>SEP</td></tr> <tr><td>OCT</td><td>NOV</td><td>DEC</td></tr> </table>	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC	<p>wheelchair</p>	<p>race</p>
JAN	FEB	MAR														
APR	MAY	JUN														
JUL	AUG	SEP														
OCT	NOV	DEC														

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



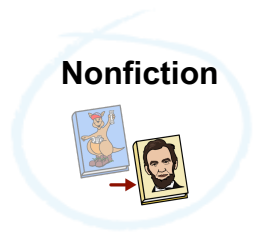
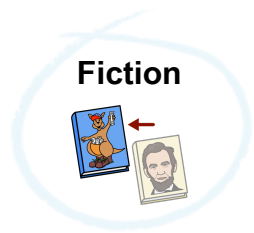
What is the title of this chapter?



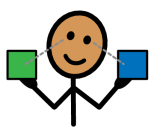
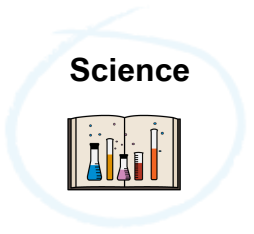
What do you think this chapter will be about?



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



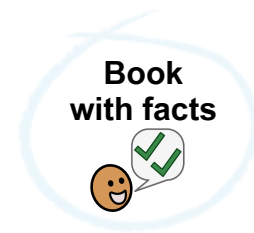
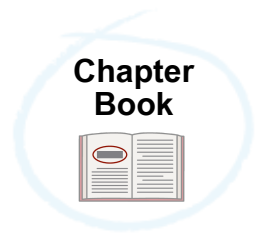
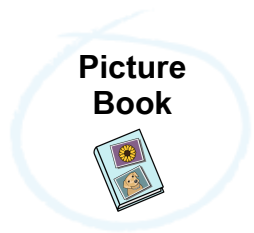
What is the chapter topic?



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



What kind of book would you choose?



Name: _____

1. JR was in the .

2. The Special Olympics are for athletes with a .

3. The Special Olympics was started by .

4. JR was in a race.

5. Athletes work hard in all events and .

Name: _____

1. JR was in the

.

2. The Special Olympics are for athletes with a

.

3. The Special Olympics was started by

.

4. JR was in a

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5. Athletes work hard in all events and

.

1. JR was in the

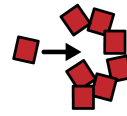


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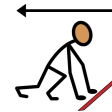
2. The Special Olympics are for athletes with a



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3. The Special Olympics was started by



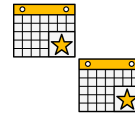
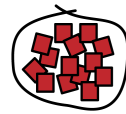
4. JR was in a



race.



5. Athletes work hard in all events and



+



1. What is this chapter about?

- a. vacation b. baseball c. Special Olympics

2. Who are the Special Olympics for?

- a. books b. athletes with disabilities c. flowers

3. Who started the Special Olympics?

- a. Santa Claus b. Eunice Shriver c. Barack Obama

4. What did JR use to race in the Special Olympics?

- a. horse b. skateboard c. wheelchair

5. What is important to know about this chapter?

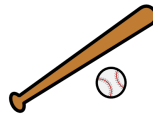
- a. Athletes work hard in their events.
b. Athletes do not need to practice.
c. Athletes do not play sports.

1. What is this chapter about?

a. vacation



b. baseball



c. Special Olympics



2. Who are the Special Olympics for?

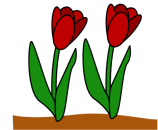
a. books



b. athletes with disabilities



c. flowers



3. Who started the Special Olympics?

a. Santa Claus



b. Eunice Shriver

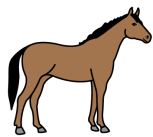


c. Barack Obama

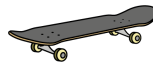


4. What did JR use to race in the Special Olympics?

a. horse



b. skateboard

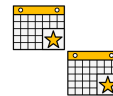


c. wheelchair



5. What is important to know about this chapter?

a. Athletes work hard in their events.



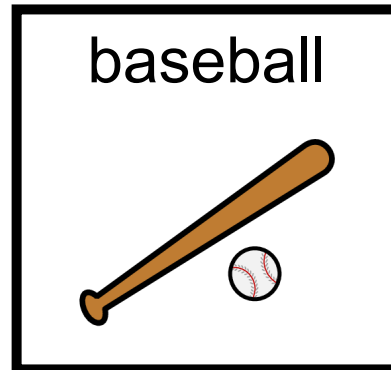
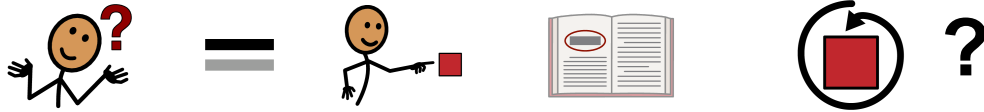
b. Athletes do not need to practice.



c. Athletes do not play sports.



1. What is this chapter about ?



2. Who are the Special Olympics for ?

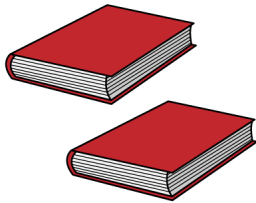


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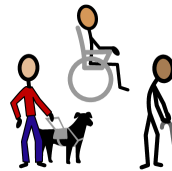


?

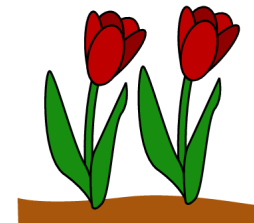
books



athletes with disabilities



flowers



3. Who started the Special Olympics ?



Santa
Claus



Eunice
Shriver



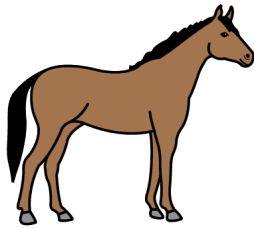
Barack
Obama



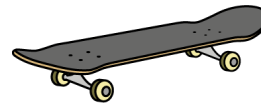
4. What did JR use to race in the Special Olympics ?



horse



skateboard



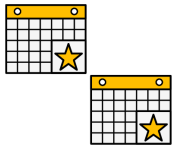
wheelchair



5. What is important to know about this chapter ?



Athletes work hard in their events.



Athletes do not need to practice.



Athletes do not play sports.



Name: _____

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

1. Julie sees a _____ for the Special Olympics.
2. JR has been an _____ in the Special Olympics.
3. The first Special Olympics Summer Games was held in _____.
4. The Special Olympics help athletes _____ confidence in themselves.
5. Eunice and Rosemary liked to play _____ together.

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

6. What can athletes do at the Special Olympics?

- a. compete
- b. bake
- c. build

7. How many sports are in the Special Olympics?

- a. 1
- b. 37
- c. 100

8. Where do Special Olympics events take place?

- a. in Texas
- b. only in the U.S.
- c. all over the world

9. Why are the Special Olympics important for athletes with disabilities?



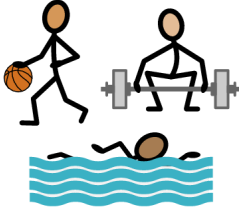
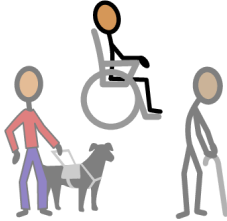





- a. They give athletes a chance to compete in sports and be active.
- b. They give athletes a chance to watch the Summer Olympics.
- c. They help athletes learn how to make a scrapbook.

10. How are the Special Olympics and Summer Olympics alike?

- a. Athletes do not have to do their best to win.
- b. All athletes have to practice hard to try and win.
- c. The athletes do not have to compete to win.


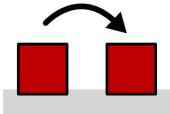



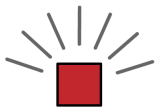
For hands-on instruction, print, cut out and laminate.

<p>wheelchair</p> 	<p>Eunice Shriver</p> 	<p>games</p> 	<p>disability</p> 	<p>Special Olympics</p> 
<p>wheelchair</p> 	<p>Eunice Shriver</p> 	<p>games</p> 	<p>disability</p> 	<p>Special Olympics</p> 
<p>wheelchair</p>	<p>Eunice Shriver</p>	<p>games</p>	<p>disability</p>	<p>Special Olympics</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?
