

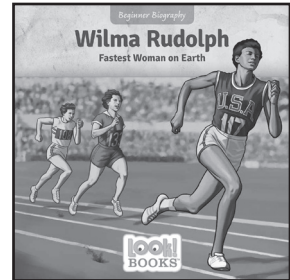
# Teaching with *Wilma Rudolph: Fastest Woman on Earth*

## CONNECTION TO STANDARDS

Students will think about the main topic of a text and use key details to summarize. (CCSS.ELA-LITERACY.RI.K.2.; 1.2; 2.2)

## DIFFERENTIATION FOR ESL

- Review these additional vocabulary words in context: *pounds, bare, pushed, picked, refused.*
- Allow students to complete word maps for any term for which they have limited understanding. Have students say or write the definition in their own words, think of words related to the term, and draw a picture illustrating its meaning.
- Have students sit with a partner. Pause after reading each page of the book. Allow partners to discuss what they learned. Then, have each pair share one thing they thought was interesting or confusing



Lexile: 570

GRL: TBD

## BEFORE READING

**Build Background Knowledge:** Explain that polio is a disease that makes muscles weak. Many people with polio cannot walk. Polio used to be very common, but now we have medicine that stops people from getting it. Ask students if they remember getting vaccines, or shots. Explain that one of those shots was the medicine that stops them from getting polio. A long time ago, many children would get polio and would need to walk on crutches or move in wheelchairs. They couldn't play sports or climb stairs. Lead a discussion in which students:

- share their experiences about when an illness stopped them from doing something.
- think how they might feel if they had an illness that could not be fixed or cured.
- consider how they would feel if they were able to reach a goal people thought was impossible.

## Preview

- Show the cover of the book. Explore the cover illustration. Ask students to describe what they see, and to guess who the women in the picture are. Ask students to predict the setting of the book.
- Lead students in a brief picture walk of the book, exploring the illustrations on each page. Have students identify one or two details in each illustration. Point out the text features.

**Predict:** Ask students to predict what the story will be about. Have students support their predictions with evidence they discovered while previewing the book.

**Vocabulary:** Turn to page 22 (“Words to Know”). Review each vocabulary word and the provided definition. For each word, have students::

- give a thumbs-up if they know the word well.
- give a thumbs-sideways if they don’t know the word well.
- give a thumbs-down if they don’t know the word at all.

Strengthen understanding of words students do not know well by modeling how to use the word in a sentence. Create sentences with rich context clues, then review how the context clues help students understand the meaning. Have students come up with their own sentences for each word.

**Skill Introduction:** Tell students that you have a favorite sport. Ask students what they know about your favorite sport. Allow students to make guesses. Explain that students don’t know anything about your favorite sport, because you didn’t give them any details about it. Explain that details are small pieces of information that tell us about a topic. We use details to summarize or describe the main topic of a text. Ask students to think about the details about Wilma’s life while they read.

## DURING READING

**Check for Understanding:** Ask students the following questions as they read.

- p. 4, *When was Wilma born?* (June 23, 1940)
- p. 4, *What did the doctors say about Wilma?* (She would never walk.)
- p. 8, *How did Wilma get help?* (Her mom drove her to the doctor every day; the doctor heated her legs; her family rubbed her legs.)
- p. 10, *How did Wilma get better at basketball?* (She practiced with her sisters and brothers.)
- p. 14, *What races was Wilma best at?* (short, fast races)
- p. 16, *How was Wilma different from other American women in the Olympics?* (She was the first to win three gold medals.)
- p. 18, *What was special about the audience at Wilma’s parade?* (It was the first parade in Tennessee that black and white people could go to together.)

## Reinforce Vocabulary

- p. 6, Have students identify the type of braces they are most familiar with and what they do. They probably will recall that braces straighten teeth. Ask what Wilma's braces did (straighten her legs).
- p. 8, Have students identify their siblings, or the siblings of a parent.
- p. 10, Ask students to think of a time they competed with someone. Allow volunteers to share their experiences.
- p. 14, Allow students to define track in their own words and to share examples of tracks that they know of. Link a racetrack to the sport we refer to as *track*.

## AFTER READING

**Theme:** Explain that one theme of the book is *overcoming obstacles*. Inform students that an obstacle is something that gets in the way of our goals. When we overcome an obstacle, we move past it to reach our goal. Have students identify Wilma's obstacle and how she overcame it. Then, allow students to use words and pictures to describe an obstacle they overcame.

**Skill:** Have students complete the graphic organizer, answering the questions to summarize the text.



Name \_\_\_\_\_

## Details and Summary

**Directions:** Use words or pictures to answer the questions. Use the details you named to summarize the story to a partner.

<b>Who is the story about?</b>	<b>When was she born?</b>
<b>What happened when she was a kid?</b>	<b>What happened when she grew up?</b>
<b>How did she overcome her obstacle?</b>	<b>Why was she important?</b>