



About the Book

Text Type: Nonfiction/Biography Page Count: 24 Word Count: 1,652

Book Summary

Cathy Freeman, an Aboriginal Australian athlete and Olympic gold medalist, ran her first race at age six. With the support of her family, Cathy trained and competed throughout her teens. Cathy's hard work and dedication were rewarded when she won Australia's 100th gold medal at the 2000 Olympic Games in Sydney. Set against the difficulties the Aboriginal people have experienced since colonization, Cathy's success story is one of hope and equality for all people.

About the Lesson

Targeted Reading Strategy

- Summarize

Objectives

- Use the reading strategy of summarizing
- Identify cause and effect
- Recognize linking verbs
- Recognize and use prefixes

Materials

Green text indicates resources available on the website

- Book—*Cathy Freeman* (copy for each student)
- Chalkboard or dry erase board
- Cause and effect, prefixes worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

- Content words:

Story critical: *Aboriginal* (adj.), *Australia* (n.), *celebrity* (n.), *indigenous* (adj.), *record* (n.), *tribes* (n.)

Enrichment: *disability* (n.), *European* (n.), *interior* (n.)

Before Reading

Build Background

- Have students think of a famous athlete, tell his or her name and the sport he or she participates in, and explain why the athlete is or was famous.
- Explain that there are many famous athletes throughout the world, some of whom live in Australia. Have students tell what they know about Australia. Explain that Australia and the United States are approximately the same size, speak English as the official language, were settled by Europeans, and have indigenous, or original, people. In the United States, the indigenous people are Native Americans; in Australia, they are Aborigines.

- Tell students that one famous athlete from Australia is an Aboriginal woman named Cathy Freeman, who became famous when she won a gold medal in track at the 2000 Olympic Games in Sydney, Australia. Explain to students that athletes who participate in the Olympic Games compete for themselves as well as for their country. Discuss the prestige and honor attached to winning a gold medal.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers and offer ideas as to what kind of book this is and what it might be about.
- Direct students to the table of contents. Remind students that the table of contents provides an overview of what the book is about. Each section heading provides an idea of what they will read in the book.

Introduce the Reading Strategy: **Summarize**

- Reinforce how stopping to summarize what is happening in the book while reading is a strategy that good readers use to make sense of text.
- **Think-aloud:** *To summarize what I've read, I need to decide what's important and what isn't. Then, in my mind, I organize the important information into a few sentences and think about them for a couple of moments. Since I haven't read the book yet, it's difficult to decide what's important and what isn't, but I think that each section must contain some important information about Cathy Freeman and Aborigines. I'll have to read the book to find out.*
- Have students preview the rest of the book, looking at photos and captions. Show students the last page of the book and point out the resources they can use to find more information about Cathy Freeman and Aboriginal Australians.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words and prefixes and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Write the word *indigenous* on the board and have students find it on page 6. Model how they can use what they know about pronouncing the small word (*in*) that the word begins with, and what they know about syllables (one vowel sound per syllable) to sound out the word. Review or explain that the meaning of the unfamiliar word is set off with commas in the same sentence. Have students follow along as you read the sentence in which it is found to confirm the meaning of the word.
- Remind students that they should check whether words make sense by rereading the sentence.

Set the Purpose

- As students read, have them mentally summarize the important information in each section.


During Reading

Student Reading



Guide the reading: Have students read to the end of page 10. Tell them to underline words or phrases in the book that contain important information. If they finish before everyone else, they can go back and reread.

- When they have finished reading, have students tell some of the important information they read about.

- Have students turn to the Introduction on page 5. Ask what important information they underlined in the section. Model summarizing.
Think-aloud: I know that Introductions often contain background information that introduces the book's subject. In this case, the book is about Cathy Freeman, so I expected to read background information about Cathy Freeman. As I was reading, I underlined the important information. To summarize the section, I went back and looked at what I underlined and put the information together in my own words. (Write the following summary on the board: Cathy Freeman was the first Aboriginal person to win a gold medal for Australia. She is a powerful symbol of hope and understanding.)
 - Reinforce that a summary tells only the most important information. Unimportant information is not included. Discuss information you did not include and explain how students can decide which details are important and which are not.
 - Tell students to read the remainder of the book, looking for the most important information in each section.
-  Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

After Reading


- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Reinforce how summarizing the important information in each section helps keep them actively engaged as they are reading and helps them understand and remember what they have read.

Teach the Comprehension Skill: Cause and effect


- **Discussion:** Discuss pride and what causes a person to be proud of who he or she is. Also discuss national pride and what it means to proud of your country and/or nationality.
- Have students tell what things they think are important to Cathy Freeman and explain why.
- **Introduce and model:** Explain that many ideas and events are connected to each other. One thing causes, or makes, something else happen. For example, say: *Suppose my dog ate my homework. I might say, "I am going to do my homework again because my dog ate it."* Write the sentence on the board, and underline the word *because*. Explain that the *effect*, or what happened, usually comes before the word *because* and the *cause*, or the reason why something happened, usually comes after it. Explain that when the word *because* isn't used in the text, they can put it in for themselves by changing the sentence around and then checking to see if the cause and effect make sense.
- Have students review the first paragraph on page 7 and read the first two sentences. Explain that you can use the word *because* in these instances. Have students tell how they would rework the sentences, using *because*, to show a cause and effect relationship (*British settlers came to Australia because Captain James Cook claimed it as a colony for Great Britain*).
- **Check for understanding:** Have students read the remainder of the first paragraph on page 7. Ask students to tell why the British settlers called the Aborigines inferior (they thought their way of life was better) and what happened because the British had more powerful weapons (the Aborigines were defeated).
- **Independent practice:** Have students complete the [cause-and-effect worksheet](#).


 Instruct students to use the inside cover of their book to explain why they think the British settlers "believed their way of life was better than tribal ways" and that the Aboriginal people were "inferior."

Build Skills

Grammar and Mechanics: Linking verbs

- Review or explain that an action verb shows action by telling what a person or thing is or was doing. Ask students to provide examples.
- Explain that there is another type of verb that does not show action and that it is called a linking verb. A linking verb links, or joins, the subject of the sentence to a word in the predicate. Write the following words on the board and tell students that these are some linking verbs: *am, is, are, was, were*.
- Have students turn to the introduction on page 5 and find the second sentence. Read it aloud and ask students to identify the linking verb (*is*). Ask students to tell the subject of the sentence (*name*) and what the linking verb joins the subject to (*Cathy Freeman*).

 **Check for understanding:** Have students circle the linking verbs in the remainder of the introduction. Discuss each by having students identify the subject and the word in the predicate that the linking verb joins it to.

 Select a page or section in the book. Have students circle the linking verbs and underline the subjects and words in the predicate that the linking verbs join together.

Word Work: Prefixes

- Review or explain that a prefix is a small, meaningful group of letters that, when added to another word, create a word with a new meaning. Write the word *approve* on the board. Ask students to tell the word's meaning. Tell students that when the prefix *dis-* is added to the beginning of the word, it changes the meaning because the prefix means not. So *disapprove* means to not approve.
- Write the following prefixes and explanatory words and phrases on the board: *dis-/not, re-/again, un-/not, mis-/wrong or wrongly*. Point out that two of the prefixes have the same meaning. Tell students that in order to figure out which one to use, they may need to say the word out loud to decide whether or not it sounds correct. Write the word *agree* on the board. Ask students which prefix they would use to mean "not agree." Say both words and ask students which "sounds" correct (*unagree, disagree*). Tell them to look up the word in the dictionary if they are uncertain.
- **Check for understanding:** Have students complete the [prefixes worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Have students work in pairs to write a newspaper article about Cathy Freeman. Tell them to include information that answers the questions *who? what? when? where? why?* and *how?* Have students share their articles with the group.

Social Studies Connection

Have students work in small groups to research another indigenous people, such as the Inuit in Alaska or the Taino people of Puerto Rico. Then discuss with students the similarities and differences between the two indigenous groups.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the strategy of summarizing as they read to better comprehend the text
- identify cause and effect relationships in text and on a worksheet
- recognize the linking verbs am, is, are, was, were; identify linking verbs in text and tell the parts of speech that the linking verb joins
- effectively identify and use prefixes to make meaning from words in text and on a worksheet

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**