

Focus Question:

In what ways are adaptive athletes great competitors?

Book Summary

Text Type: Nonfiction/Informational

The Olympic Games are considered the ultimate goal in competitive athletics, and many people devote years of their lives to becoming Olympic competitors. But what about athletes who are disabled? *Adaptive Athletes* provides students a comprehensive look at the history—and future—of the Paralympic Games. The book can also be used to teach students how to determine main idea and details and the correct use of proper nouns that name places.

The book and lesson are also available for levels Z1 and Z2.



Lesson Essentials

Instructional Focus

- ☐ Summarize to understand text
- ☐ Identify main idea and supporting details in text
- ☐ Describe information provided by photographs
- ☐ Recognize and use proper nouns that name places
- ☐ Identify and use synonyms

Materials

- ☐ Book: *Adaptive Athletes* (copy for each student)
- ☐ Main idea and details, proper nouns: names of places, synonyms worksheets
- ☐ Discussion cards
- ☐ Book quiz
- ☐ Retelling rubric

Vocabulary

Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

• Words to Know

Story critical: *ability* (n.), *adaptive* (adj.), *competitive* (adj.), *disability* (n.), *mobility* (n.), *venues* (n.)

Enrichment: *amputated* (v.), *paraplegia* (n.), *prestigious* (adj.), *prosthetic* (adj.), *rehabilitate* (v.), *striving* (v.)

- **Academic vocabulary:** *achieve* (v.), *event* (n.), *goal* (n.), *inspire* (v.), *organize* (v.), *visual* (adj.)

Guiding the Reading

Before Reading

Build Background

- Display a photograph of Esther Vergeer. Ask students to work with a partner to describe the details in the photograph. Have students identify the sport she plays and how being in a wheelchair might affect the way she plays the sport.
- Discuss with students what makes an athlete. Have students identify any sports they play and brainstorm to think of modifications that would enable people who use wheelchairs to participate in the sport. Invite volunteers to share their ideas with the rest of the class.

Introduce the Book

- Give students their copy of *Adaptive Athletes*. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: Summarize

Explain to students that one way to understand a text is to summarize information. Readers can write a summary, or brief overview, of the key ideas of each section to understand and remember a text. A summary will typically answer the questions, *who*, *what*, *when*, *where*, and *why*. Have students read the first paragraph on page 4 with a partner. Ask students to summarize what they read in groups. Invite volunteers to share their summaries with the rest of the class.

Guiding the Reading (cont.)

Introduce the Comprehension Skill:

Main idea and details

- Explain to students that all books have a main idea, or a general topic that is the subject of a book. The extra information or descriptions that help explain the main idea are the details of the book. Explain that sometimes the amount of information about a topic is so large that it is grouped into sections and each section has its own main idea. Point out to students that the title of a book or section often provides clues about the main idea.
- Have students view pages 5 through 7 and discuss with a partner their thoughts about the main idea of this section of the text. Invite students to share their predictions and the details that support their reasoning.

Vocabulary

Have students turn to the “Words to Know” box on the copyright page. Discuss each word with students. Then, have students turn to the glossary on page 16. Explain that the glossary provides definitions for the vocabulary words in the book. Point out the use of each content word and academic vocabulary word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Have them include on each poster the word and its part of speech, the definition, the word in an example sentence, and a picture illustrating the meaning of the word.

Set the Purpose

- Have students read to find out more about ways adaptive athletes are great competitors. Write the Focus Question on the board. Invite students to look for evidence in the book to support their answer.
- Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in a future discussion.

During Reading

Text-Dependent Questions

As students read the book, monitor their understanding with the following questions. Encourage students to support their answers by citing evidence from the book.

- *How would you summarize Guttman’s goal for the Paralympics?* (level 3) page 5
- *How are modern and early Paralympic Games similar? How are they different?* (level 2) pages 5 and 6
- *Who is Ragnhild Myklebust?* (level 1) page 7

- *What was the reason the 2012 Olympic and Paralympic Games used the same venues?* (level 3) page 8
- *What would have happened if Amy Purdy didn’t snowboard again after her amputations?* (level 3) pages 10 and 11
- *What conclusions can you draw about visually impaired athletes?* (level 3) pages 12 and 13
- *What facts would you select to support the idea that the Paralympics have grown to match the Olympics in scale?* (level 3) multiple pages

Text Features: Photographs

Explain that photographs help readers know exactly what something looks like. Have students work with a partner to read page 10. Have students review the photograph on page 11. Ask students: *How does the photograph support the details in the text? Did the photograph match the image in your mind? Why are photographs important text features?* Have students review other photographs in the book and discuss in groups the details they provide. Invite volunteers to share their thoughts with the rest of the class.

Skill Review

- Model for students how you summarize what you read to answer the questions *who*, *what*, *when*, *where*, and *why*. Have students work in pairs to summarize a section of the text. Assign a different section to each pair. Invite volunteers to share their summaries with the rest of the class. Discuss with students how their summaries helped them better understand the text.
- Model evaluating details to determine the main idea. **Think-aloud:** *The book is providing me with many details about the history of the Paralympics and how athletes with disabilities overcome challenges to compete in many different sports. All of these facts support the main idea that the Paralympics were formed so that all athletes can compete and achieve excellence in their own ways. Still, I will read to the end of the book, examining each detail, to see whether there is a different main idea.*
- Have students work in groups to periodically review the details they have read and discuss their connection to the main idea of each section. Have groups discuss how the main idea of each section supports the main idea of the book as a whole.
- Model how to complete the [main-idea-and-details worksheet](#). Have students identify details from the book and circle them. Then, have students discuss the details with a partner and determine the main idea for the book.

Guiding the Reading (cont.)

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.

Skill Review

Worksheet: Main idea and details

Review the main-idea-and-details worksheet that students completed. Have students share their work in groups. Invite volunteers to share with the rest of the class the details and summaries they chose. Discuss with students the justification for choosing these details and their summary's connection to the book's main idea.

Comprehension Extension

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided for extension activities.

Response to Focus Question

Have students cite specific evidence from the book to answer the Focus Question. (Answers will vary. Reasons should include characteristics that make adaptive athletes great competitors. Samples: *Adaptive athletes are great competitors because they inspire others and have shown that with desire and hard training, almost any physical limitation can be overcome.*)

Comprehension Checks

- **Book quiz**
- **Retelling rubric**

Book Extension Activities

Build Skills

Grammar and Mechanics:

Proper nouns: Names of places

- Review or explain that a noun is a person, place, or thing. Write the following sentence from page 4 on the board: *Since 1960, athletes with physical disabilities competed in the Parallel Olympics, or Paralympics.* Underline *athletes* and *disabilities*, and point out that these are examples of regular nouns, one that names a person and one that names a thing.
- Ask students why *Parallel Olympics* and *Paralympics* are capitalized. Explain or review that these are examples of *proper nouns*, which name specific things and are therefore capitalized. Explain that specific people and specific places are also proper nouns and should be capitalized. For example, write the word *country* on the board and then have students find a proper noun naming a specific country on page 5 (*Greece*).

- Remind students not to confuse a proper noun with the capital letter used at the beginning of a sentence or in the title of a section. Point out instances in the book where capitals are used but a proper noun is not present.
- **Check for understanding:** Have students look through the book to locate proper nouns that name places. Ask them to share with a partner five nouns they found and confirm that each one is proper and names a place.
- **Independent practice:** Introduce, explain, and have students complete the **proper-nouns-names-of-places worksheet**. If time allows, discuss their answers.

Word Work: Synonyms

- Write the word *admired* on the board and read the first sentence in the book aloud with students. Ask students to suggest a word that means almost the same thing (*liked*). Review or explain to students that a word that means the same or almost the same as another word is called a *synonym*.
- Ask students to explain why the use of synonyms is important in writing (they help describe things in text, they make the writing more interesting and varied, and so on). Have students provide examples that support their thinking from the first paragraph (for example, *excel* instead of *surpass*, *gifted* instead of *great*, *sharpen* instead of *increase*, and so on).
- Have students turn to page 8 and find the word *venues*. Write the word on the board and point out how the author used a synonym (*facilities*) to help the reader understand the meaning of the word *venue*.
- Show students a thesaurus. Use the word *venue* to demonstrate how a thesaurus is used. Write synonyms for *venue* on the board and compare the meanings of these words with the words on the board. Point out that a thesaurus identifies synonyms for words.
- **Check for understanding:** Give pairs of students a thesaurus. Ask them to locate synonyms for the word *mobility*. If needed, provide additional practice using a thesaurus.
- **Independent practice:** Introduce, explain, and have students complete the **synonyms worksheet**. If time allows, discuss their answers.

Connections

- See the back of the book for cross-curricular extension ideas.