LESSON 11 TEACHER’S GUIDE

Michelle Kwan, Champion
by Dixie Lee Petrokis

Fountas-Pinnell Level M

Biography

Selection Summary
This biography of figure skating champion Michelle Kwan traces her early love for skating and determination to succeed as an athlete to her later quest for Olympic gold. The simply written text brings Michelle Kwan’s vibrant personality to life and will inspire young readers to pursue their own dreams.

Characteristics of the Text

<table>
<thead>
<tr>
<th>Genre</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Five sections with titles, each one to two pages</td>
</tr>
<tr>
<td></td>
<td>Important events presented chronologically</td>
</tr>
<tr>
<td>Content</td>
<td>Training of professional ice skaters, including personal and financial costs</td>
</tr>
<tr>
<td></td>
<td>Various national and international figure skating competitions</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>Importance of dedication and perseverance in achieving a personal goal</td>
</tr>
<tr>
<td></td>
<td>Support and sacrifice by family</td>
</tr>
<tr>
<td></td>
<td>Achieving a goal involves disappointments as well as successes</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Third person narrator</td>
</tr>
<tr>
<td></td>
<td>Convey character’s personal feelings: She fell in love with skating</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Many simple sentences with phrases: Michelle had already been skating for a couple of years</td>
</tr>
<tr>
<td></td>
<td>Compound and complex sentences with phrases: When Michelle Kwan was seven years old, she watched the 1988 Winter Olympics on TV</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Some sports terms, including the name of ice skating competitions, which might not be familiar (1992 Junior U.S. Figure Skating Championship)</td>
</tr>
<tr>
<td>Words</td>
<td>Some multisyllabic words such as championship, expensive, professional, wonderfully</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Compound words (indoor, everything)</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Color photographs that extend content on every page</td>
</tr>
<tr>
<td></td>
<td>Nine pages of text; easy-to-read section headings; captions for photos</td>
</tr>
</tbody>
</table>

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**Michelle Kwan, Champion** by Dixie Lee Petrokis

### Build Background

Help students use their knowledge of athletes to visualize the text. Build interest by asking questions such as the following: *Who are some of your favorite athletes? What are some of your favorite sports?* Then read the title and author and talk about the cover photograph. Tell students that the book is a biography, so the words and photos will provide information about the life of a real athlete, Michelle Kwan.

### Introduce the Text

Guide students through the text, noting important ideas, and helping with unfamiliar language and vocabulary so they can read the text successfully. Here are some suggestions:

- **Page 3:** Explain that this is the life story of a figure skating champion, Michelle Kwan. Invite students to share any information they already know about Michelle Kwan and her achievements.
  
  **Suggested language:** Turn to page 3 of this book. Look at the photo of people playing ice hockey. Follow along as I read the caption: Michelle fell in love with skating while watching ice hockey. *What does this caption tell you about Michelle’s feelings about ice skating? What do you think excited her about the sport?*

- **Page 6:** Point to the photo and to the section heading. *This section tells what Michelle did to get ready to enter skating championships.* What do you think Michelle has to do to get ready for these important contests? Michelle is a dedicated *athlete*. What does the photo show you about Michelle’s ability as an *athlete*?

- **Page 8:** Read the section heading: *The Road to the Olympics.* Ask children what they know about the Olympics and what the section heading might mean.
  
  *Now turn back to the beginning of the book and read to find out how Michelle Kwan became a world famous figure skater and an Olympic winner.*

### Target Vocabulary

- **athlete** – a person who plays one or many sports, p. 6
- **championship** – the game that decides who is the best player or team, p. 8
- **competitor** – a person who is trying to win in a game or a sport
- **court** – an area where a game is played
- **entire** – whole or complete, p. 9
- **power** – strength
- **professional** – a person who is paid to play a game or a sport, p. 7
- **rooting** – cheering
Read

Have students read Michele Kwan, Champion silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Question Strategy and to think of questions as they read.

Discuss and Revisit the Text

Personal Response

Invite students to share their personal responses to the book.

Suggested language: How do you think Michele Kwan felt after she finished in second place in the 1998 Winter Olympics in Japan?

Ways of Thinking

As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Michele Kwan knew at an early age that she wanted to skate in the Olympics.</td>
<td>• To achieve your personal goal, you must work hard and never give up.</td>
<td>• The section titles sum up what each part of the book will be about.</td>
</tr>
<tr>
<td>• Michele worked hard every day to get ready for the ice skating competitions.</td>
<td>• Winning and losing are part of working toward your goal.</td>
<td>• The author’s attitude is that dedication and perseverance are integral parts of an athlete’s career.</td>
</tr>
<tr>
<td>• Michele won many championships before finishing in second place at the 1998 Winter Olympics.</td>
<td></td>
<td>• The captions and labels help describe the photos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The author describes important events in Michele Kwan’s life in chronological order.</td>
</tr>
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</table>

Choices for Further Support

- **Fluency** Invite students to choose a passage from the text and demonstrate phrased fluent reading. Remind them to group words into phrases that reflect their meaning.

- **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

- **Phonics/Word Work** Provide practice as needed with words and word parts, using examples from the text. Remind students that a compound word is made up of two smaller words that are used as a single word. For example the word *everything* on page 7 is made up of two smaller words, *every* and *thing*. *Every* means “each”; *thing* means “an object or idea.” The compound word *everything* means “each object” or “all.”
Writing about Reading

Critical Thinking
Have students complete the Critical Thinking questions on BLM 11.7.

Responding
Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Fact and Opinion
Remind students that they can tell if an idea is a fact or an opinion by deciding if it can be proved true or if it’s a person’s belief. Model the skill, using this Think Aloud:

Think Aloud

It’s important to tell the difference between the facts and the opinions.

Look at page 2. The first sentence reads: When Michelle Kwan was seven years old, she watched the 1988 Winter Olympics on TV. Is this sentence a fact or an opinion? It’s a fact because I can check this information in a book. Now read the last sentence on page 9: People thought she was the best skater in the entire world. Since I can’t prove this sentence to be true, it isn’t a fact. This sentence is an opinion.

Practice the Skill
Have students write two sentences about the book. One sentence should include a fact from the book; one sentence should include the students’ opinion about the book.

Writing Prompt: Thinking Beyond the Text
Have students write a response to the prompt on page 6. Remind them that when they think beyond the text, they use what they know and their own experience to think about what happens in the book.

Assessment Prompts
• On page 6, find the word that means almost the same as wonderful.
• Tell one word that best describes Michelle Kwan’s character.
• Complete this sentence in your own words: This book was most likely written to
Critical Thinking

Read and answer the questions.

1. Think within the text
   When did Michelle Kwan decide she wanted to skate in the Olympics?
   
   When she was seven years old and saw Brian Boitano win the Olympic skating contest

2. Think within the text
   How has Michelle Kwan done in the Olympics?
   
   She placed second in 1998 and third in 2002.

3. Think beyond the text
   Have you watched the Olympic games on television or read stories about the Olympics?
   
   What did you learn about Olympic athletes?
   
   Possible response: Yes; I learned that Olympic athletes work hard for years to be able to compete there. They are the best of the best.

4. Think about the text
   The author states that Michelle Kwan became the best skater in the world after she won the World Championships. Do you think this statement is a fact or an opinion? Why?
   
   Importance will vary.

Making Connections
Michelle Kwan is a great athlete.

Who is another great athlete you know of? Tell what makes this athlete great.

Write your answer in your Reader’s Notebook.

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Michelle Kwan, Champion

Thinking Beyond the Text

Write a paragraph answering the following questions:

On page 10 of the book the author says “Michelle is still following her dream to be an Olympic champion.” Think about what you have learned about Michelle Kwan. Why is she so determined? Do you think most Olympic athletes are like her? Why? Use information from the book in your answer.

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Critical Thinking

Read and answer the questions.

1. **Think within the text**  When did Michelle Kwan decide she wanted to skate in the Olympics?

2. **Think within the text**  How has Michelle Kwan done in the Olympics?

3. **Think beyond the text**  Have you watched the Olympic games on television or read stories about the Olympics? What did you learn about Olympic athletes?

4. **Think about the text**  The author states that Michelle Kwan became the best skater in the world after she won the World Championships. Do you think this statement is a fact or an opinion? Why?

**Making Connections**  Michelle Kwan is a great athlete. Who is another great athlete you know of? Tell what makes this athlete great.

**Write your answer in your Reader’s Notebook.**
Michelle Kwan, Champion

LEVEL M

<table>
<thead>
<tr>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>When Michelle Kwan was seven years old, she watched the 1988 Winter Olympics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on TV. She saw Brian Boitano win the men's figure skating contest.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From that moment on, Michelle knew that she wanted to skate in the Olympics,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>too.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle had already been skating for a couple of years. When she was five,</td>
<td></td>
<td></td>
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<tr>
<td>she started watching her older brother play hockey at an ice skating rink near</td>
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<tr>
<td>their home. She fell in love with skating.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At first, Michelle's parents thought she was too young to learn to skate. But</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle kept asking to learn until they finally agreed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

Accuracy Rate

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>☑ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>⌘ cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>⌘ cat</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut cat</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut cat</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the cat</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>☑ cat</td>
<td>1</td>
</tr>
</tbody>
</table>