**LESSON 18 TEACHER’S GUIDE**

**The First Lady of Track**
by Deborah Akers

Fountas-Pinnell Level O
Nonfiction

**Selection Summary**
Track star Jackie Joyner-Kersee overcame many obstacles to become a track champion and then gave back to the community by creating a sports center for kids.

---

**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Structure</td>
<td>Nonfiction format includes table of contents and captioned photographs</td>
</tr>
<tr>
<td></td>
<td>Underlying structure of problems and solutions</td>
</tr>
<tr>
<td>Content</td>
<td>Track and field</td>
</tr>
<tr>
<td></td>
<td>The Olympics</td>
</tr>
<tr>
<td></td>
<td>Career and accomplishments of Jackie Joyner-Kersee</td>
</tr>
<tr>
<td>Themes and Ideas</td>
<td>People can overcome obstacles and be successful.</td>
</tr>
<tr>
<td></td>
<td>People who are role models and give back to their community can make a difference.</td>
</tr>
<tr>
<td>Language and Literary Features</td>
<td>Memorable characters</td>
</tr>
<tr>
<td>Sentence Complexity</td>
<td>Some longer complex sentence structures; sentences of more than 15 words</td>
</tr>
<tr>
<td>Vocabulary Words</td>
<td>Some technical terms, such as sandpit, heptathlon, long jump, high jumping</td>
</tr>
<tr>
<td></td>
<td>Invented and attributed dialogue</td>
</tr>
<tr>
<td>Illustrations</td>
<td>Photographs and illustrations with captions</td>
</tr>
<tr>
<td>Book and Print Features</td>
<td>Reader’s tools include table of contents.</td>
</tr>
<tr>
<td></td>
<td>Twelve pages with section headings</td>
</tr>
<tr>
<td></td>
<td>Variety in print color and background</td>
</tr>
</tbody>
</table>

The First Lady of Track  by Deborah Akers

Build Background
Help students use their knowledge of people who have faced difficulty to visualize the selection. Build interest by asking a question such as the following: How can people overcome hardships and be successful? Read the title and author and talk about the cover illustration. Explain that Jackie Joyner-Kersee competed in four separate Olympics.

Introduce the Text
Guide students through the text, noting important ideas and nonfiction features. Help with unfamiliar language so they can read the text successfully. Give special attention to target vocabulary. Here are some suggestions:

Page 5: Read the caption. Explain to students that when Jackie was young, many people deliberately believed that women should not compete in track events.
Suggested language: Why do you think that this belief has mostly vanished today?

Page 7: Read the caption. Explain that this book is about Jackie Joyner-Kersee, who participated in track and field events and became a gigantic star.
Ask: Why do you think the book is called The First Lady of Track?

Page 5–8: Point out that captions can give clues about information in the text.
Ask: What do the captions on these pages tell you?

Page 8: Explain that Jackie suffered from asthma and also had trouble with her leg.
Ask: How do you think that Jackie overcame these challenges? What do you think kept her motivated when it was difficult for her to breathe in the dust and haze of a hot playing field?

Go back to the beginning to find out more about Jackie Joyner-Kersee and how she became the first lady of track.

Target Vocabulary

- crisp – clear and chilly, p. 12
- deliberately – doing something on purpose or to reach a goal, p. 5
- especially – a task done in a special or specific way, p. 3
- gigantic – huge or enormous, p. 7
- haze – fog or smoke, p. 8
- jealous – wanting something someone else has, p. 9
- lapped – splashing or brushing against something, p. 12
- lure – to tempt or attract someone to do something, p. 10
- miniature – much smaller than the usual size, p. 13
- vanished – disappeared or missing, p. 5
Read
Have students read silently while you listen to individual students read aloud. Support their understanding of the text as needed.

Remind students to use the Question Strategy and to ask questions before they read and after they read.

Discuss and Revisit the Text
Personal Response
Invite students to share their personal responses to the text.
Suggested language: What did you find inspiring about Jackie Joyner-Kersee?

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>Jackie became a top athlete during a time when many people felt that girls should not compete in track.</td>
<td>Because Jackie was a successful female track star, she inspired young girls to follow in her footsteps.</td>
<td>The author uses a table of contents and chapter headings to show how the book is organized.</td>
</tr>
<tr>
<td>Jackie worked hard to become a track champion, overcoming her background, her asthma, and injuries to her legs.</td>
<td>Jackie's family, including her mother, brother, and husband, supported and helped her in her career.</td>
<td>The photographs and captions help give readers a sense of how Jackie Joyner-Kersee struggled to overcome obstacles.</td>
</tr>
<tr>
<td>Jackie was a role model and gave back to her community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Choices for Further Support
• Fluency Invite students to work in partners, and choose a passage from the text to demonstrate phrased fluent reading. Remind them to use multiple sources of information, including language structure, meaning, and fast word recognition, to support phrasing and fluency.

• 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. Explain that sandpit is a compound word made from sand and pit. The meaning of both of those words can lend understanding to meaning. Ask students to find other compound words in the text: overcoming, (p. 3), neighborhoods, (p. 3).
Writing about Reading

Vocabulary Practice
Have students complete the Vocabulary questions on BLM 18.1.

Responding
Have students use their Reader’s Notebook to complete the vocabulary activities on page 15. Remind them to answer the Word Teaser on p. 16. (Answer: crisp)

Reading Nonfiction
Nonfiction Features: Table of Contents and Photographs Remind students that nonfiction has many features to help readers find and understand important information. A table of contents and photographs are two of these features. Previewing the table of contents first can give a sense of what the text is about and in what order the facts are being introduced. Have students look at the table of contents to determine what information they might learn from Chapter 4: The Will to Win.

Photographs with captions are another way to find and understand important information. Have students look at the photograph on page 9. Ask them what this photograph and caption tells them about the impact that Jackie had? (She is an inspiration to young girls). Then have them choose another photograph and rewrite the caption in their own words.

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 their personal knowledge to reach new understandings.

Assessment Prompts
• One idea present in the selection is that _________________________________.
• What words on page 8 help readers understand what haze means?
• The author organizes the selection by _________________________________.

English Language Development

**Reading Support** Pair advanced and intermediate readers to read the text softly, or have students listen to the audio or online recordings. Remind students that this selection is about a truly great athlete.

**Idioms** The text includes some idioms and phrases that may be unfamiliar, such as *battled pain* (p. 8), *hot haze* (p. 8), and *role model* (p. 10).

**Oral Language Development**

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaker 1: Who is this selection about?</td>
<td>Speaker 1: How did Jackie Joyner-Kersee excel in the Olympics?</td>
<td>Speaker 1: Why is Jackie Joyner-Kersee considered a role model?</td>
</tr>
<tr>
<td>Speaker 2: Jackie Joyner-Kersee</td>
<td>Speaker 2: She won medals.</td>
<td>Speaker 2: Jackie is a role model because she overcame challenges to become a champion.</td>
</tr>
<tr>
<td>Speaker 1: What sport did she participate in?</td>
<td>Speaker 2: Why did she open a community center?</td>
<td></td>
</tr>
<tr>
<td>Speaker 2: track and field</td>
<td>Speaker 2: She opened a community center so that kids would have a place to play sports.</td>
<td></td>
</tr>
</tbody>
</table>

**Responding**

**Target Vocabulary**

Find the Target Vocabulary words in the Word Search below.

Text to Text: What other athletes have you read about? Write a paragraph describing an athlete and his or her accomplishments. Use two words from the Word Builder.
The First Lady of Track

Thinking Beyond the Text
Think about the question below. Then write your answer in one or two paragraphs.

Remember that when you think beyond the text, you use your personal knowledge to reach new understandings.

The First Lady of Track includes a list of winning life principles that Jackie created. Which of those principles did Jackie use in her life? Choose one of the principles and explain why it is especially important to you.

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
Target Vocabulary

Find the Target Vocabulary words in the Word Search below.

Vocabulary

jealous    gigantic    lure
vanished   miniature  especially
haze       crisp       deliberately
lapped
The First Lady of Track • LEVEL 0

The First Lady of Track
Running Record Form

<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>

Jackie Joyner-Kersee was a top athlete during her track and field career. She also faced many challenges during her life. Overcoming those challenges and using her talent helped make Jackie a champion.

Competing in sports was a big part of Jackie’s life. But she also cared about other things, especially helping children who lived in poor neighborhoods.

Jacqueline “Jackie” Joyner was born in 1962 in a poor section of East St. Louis, Illinois. When she was nine, a law was passed giving girls the same chance to compete in sports as boys. This law helped many girls like Jackie become good athletes.

Comments:

Accuracy Rate

\[ \left( \frac{\text{# words read correctly}}{102} \times 100 \right) \%

Total Self-Corrections

Grade 4
© Houghton Mifflin Harcourt Publishing Company