

Wilma Rudolph

1



Wilma loved to run.
Wilma ran in her yard.
Run, Wilma, run!

2



Wilma ran in her town.
Run, Wilma, run!

3



Wilma ran in her school.
Run, Wilma, run!

4



Wilma ran in the Olympics.
She won gold medals.
Run, Wilma, run!

Name: _____

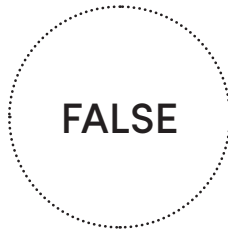
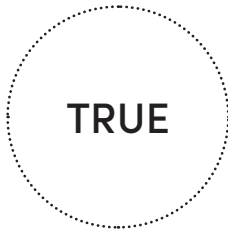
WRITE!

1. What did Wilma love to do?

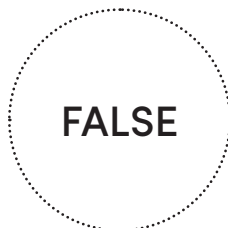
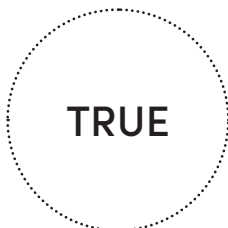
2. What are two places that Wilma ran?

SHADE!

1. Wilma was a fast runner.






2. Wilma was a slow runner.



DRAW!

What did Wilma win at the Olympics?

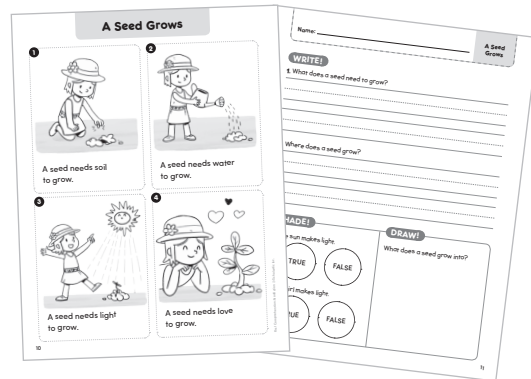
Answer Key

Name: <u>Carmen D.</u>		Wilma Rudolph
WRITE!		
1. What did Wilma love to do?		
<u>Wilma loved to run!</u>		
2. What are two places that Wilma ran?		
<u>Wilma ran in her yard</u> <u>and in her town.</u>		
SHADE!		DRAW!
1. Wilma was a fast runner:		
2. Wilma was a slow runner:		

Sample Lesson

Follow the steps below to provide comprehension instruction for the text.

1. Display a copy of the text page, making sure everyone can see it. Use sticky notes to cover each of the four panels on the page.



2. Point out and read the title. Ask:
"What do you think this text will be about?"
Encourage children to share their predictions.
3. Take a quick picture walk through the panels, but do not read the text.
Reveal one panel at a time, starting with the first panel and ending with the last. This allows children to see the pictures in sequence so they can start constructing meaning.
4. Invite children to share what they know about the text topic, based on their predictions and the picture walk. This helps them relate to the text and sets the stage for making additional predictions and connections as the lesson continues. Also, introduce any unfamiliar or difficult vocabulary words from the text.
5. Read the text aloud. Use lots of expression, animation, and enthusiasm to engage children. Pause to ask purposeful questions and check children's understanding of the text and pictures, including any text features such as labels, captions, speech bubbles, and call-outs. Model a think-aloud process to encourage understanding and thinking beyond the text and to explore vocabulary. For example, "I wonder why _____"; "I think this word means _____ because _____"; and "That reminds me of _____." Invite children to share their own comments, questions, and observations during the read-aloud.
6. After reading, talk about the details and main points of the text.
Encourage children to share their understanding of the text.
7. Review the comprehension page with children before having them complete it. Encourage children to write their short answer responses in complete sentences and to refer to the text to check their work. Afterward, invite them to share and discuss their responses.