

## Wilma Rudolph

Few people would have thought that Wilma Rudolph would grow up to become a track star. When she was young, Wilma had to **overcome** difficult challenges in her life. She worked hard to face those challenges and beat them.

Wilma Rudolph was born in Tennessee in 1940. As a child, she had many illnesses. One of these illnesses was polio. The polio damaged Wilma's legs. She could not walk. Doctors thought that Wilma would never walk again. Eventually, she got better. But one of her legs was very weak. Wilma could only walk with the help of a metal leg brace and special shoes.

Wilma's family would not let her give up hope. Her brothers and sisters rubbed her weak leg to help it grow stronger. Wilma's mother helped her do leg-lifting exercises. Wilma worked hard to walk again. By the time she was twelve years old, she could walk without her leg brace and special shoes. That's when Wilma decided that she wanted to play sports.

In high school, Wilma became a basketball star. She was a fast runner and scored many points. One day, a college track coach saw Wilma play basketball. He asked her to run with his track team at the college. Wilma began to train with the college team. She was very fast.

When Wilma was only sixteen years old, she made the Olympic track and field team. The Olympics is a worldwide **contest**. The best athletes from countries around the world compete at different sports.

Wilma returned from her first Olympic games with a bronze medal. Her team, the USA, had come in third place in a relay race. But Wilma knew she could **succeed** and earn a gold medal. She knew that she could come in first place.

For four years, Wilma trained hard at the college. In 1960, she made the USA Olympic team again. She ran so fast that she **defeated** all the **opposing** athletes. None of the women who ran against Wilma could beat her.

Wilma came home in **triumph**. She was the first American woman to earn three gold medals at the Olympics. She was such a star that her hometown held a parade for her.

Wilma spent the rest of her life working as a teacher and coach. Her story continues to bring hope to young athletes around the world.

**COMPREHENSION** In what ways did Wilma face challenges in her life? What words help you understand what Wilma was like as an athlete?

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Days 1 and 2

“Wilma Rudolph,” Vol. 1, pp. 54–55

## The Little Girl on the Prairie

Laura Ingalls Wilder was a **beloved** author of young adult books. She is best known for her “Little House” series, which includes *Little House on the Prairie* and *On the Banks of Plum Creek*. These stories are based on Laura's real-life experiences growing up in the Midwest.

Laura Ingalls was born in Wisconsin on February 7, 1867. There, she lived with her family in a little log cabin. The cabin was in a spot that was known as the Big Woods. When Laura was a child, her family moved many times.

When Laura was a baby, her family moved to the state of Missouri. But they didn't stay there long. One year later, they moved to Kansas. Laura's parents **devoted** themselves to making a nice home for their family. They worked hard to build a house. They also planted crops for food. But before long, the Ingalls family moved back to the Big Woods.

Laura and her sister were glad to be back in the Big Woods. Their grandparents, aunts, uncles, and cousins lived there. The children were happy playing with their cousins and going to school.

But a few years later, the Ingalls family moved again, to Walnut Grove, Minnesota. The family lived in Walnut Grove for about five years. Laura felt a great **affection** for the town. She loved Walnut Grove. Laura's book *On the Banks of Plum Creek* is based on the family's life there.

Later, when she was fifteen years old, Laura started teaching school. Then she married a man named Almanzo Wilder. They soon had a daughter named Rose. The first years of their marriage were difficult. Farming was hard, and Almanzo got very sick. He couldn't work very much anymore. So the Wilders had to move. They found a home in Missouri. They **appreciated** the new chance. Laura began writing for magazines and newspapers. And she told her daughter stories about her life.

When Rose grew older, she became a famous writer. Rose always remembered her mother's stories. She told Laura that children would enjoy reading her stories, too. So Laura wrote her first book, *Little House in the Big Woods*, about where she grew up in Wisconsin. The book is filled with **emotional** stories of Laura's early life. It was published in 1932. Laura later wrote seven more books. She **endeared** herself to readers all over the world. People loved her, and to this day, they still do.

**COMPREHENSION** What words help you understand that this passage is about someone people loved? How would you describe Laura Ingalls Wilder?

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Days 3 and 4

“The Little Girl on the Prairie,” Vol. 1, pp. 56–57

### Assessment

Pretest/Posttest Administration p. 75

Pretest/Posttest Blackline Masters

pp. 118–119

T28 • Curious About Words

## Day 1

### Introduce Meanings

**Assess** To assess what word meanings children already know, copy and distribute the **Pretest/Posttest** on pages 118–119. Use page 75 to administer the test.

**Explain** Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

### Words About Competing

**contest** *n.* a competition, such as a race or a game *I'm going to enter the spelling contest at school.*

**defeated** *v.* beat; won over *She defeated all the other players and won a trophy.*

**opposing** *adj.* the person or team you are playing against *The opposing team won the game.*

**overcome** *v.* to deal with; to beat *I had to overcome my fear of being away from my parents when I started school.*

**succeed** *v.* to reach a goal *I know I can succeed if I just keep trying.*

**triumph** *n.* a victory or a win *It was a great triumph when we won the championship.*

**Discuss** Guide children to see the relationship between each word and the category. Ask them questions such as these: **Have you ever competed in a contest? Did you help defeat an opposing team?**

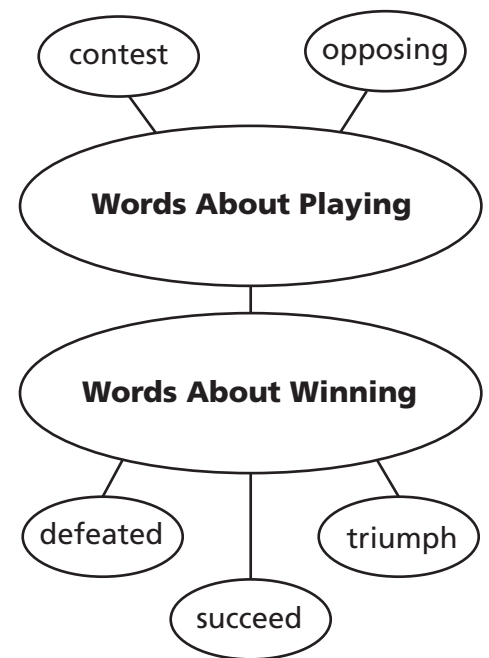
**Read Aloud** Explain that you will read aloud a story about a woman who competed in the Olympics. Then read aloud “Wilma Rudolph.” Discuss the Comprehension questions.

## Day 2

### Categorize and Classify

**Reread and Explain** Reread “Wilma Rudolph.” At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.



1. To succeed, what do you need to do to your problems? (overcome them)
2. Name a contest in which you competed against another team. (Sample answers: a soccer game; a basketball game)
3. How would you describe the team you competed against? (opposing)



## Day 3

### Introduce Meanings

**Explain** Write each oral vocabulary word below on the board. Read it aloud. Offer an explanation and a brief example for each word.

#### Words About Love

**affection** *n.* a great liking / *have a lot of affection for my dog.*

**appreciate** *v.* to be grateful / *appreciate all that my parents do for me.*

**beloved** *adj.* loved very much / *My beloved old teddy bear is always on my pillow.*

**devote** *v.* to give / *My older brother always tries to devote an hour to helping me with my homework.*

**emotional** *adj.* making people have strong feelings / *It was an emotional day when my baby sister was born.*

**endeared** *v.* made beloved / *My baby sister's smile endeared her to me.*

**Discuss** Guide children to see the relationship between each word and the category. Prompt them to use the words to describe members of their families. Ask: **Who has affection for you? What about these people endears you to them?**

**Read Aloud** Explain that you will read aloud a story about a writer who is loved by many children. Then read aloud "The Little Girl on the Prairie." Discuss the Comprehension questions.

## Day 4

### Categorize and Classify

**Reread and Explain** Reread "The Little Girl on the Prairie." At the end of each sentence that includes an oral vocabulary word, stop and repeat the explanation of the word. Then reread the sentence.

**Use a Graphic Organizer** Use the graphic organizer and the questions below to reinforce understanding of the relationship between each word and the category.

Words About Love	
What People Feel	What People Do
affection endeared beloved	devote appreciate

1. Name one way you devote time or effort to someone you care about. (Sample answers: carrying groceries; doing chores)
2. If you are loved very much, you are \_\_\_\_\_. (beloved)
3. What was an emotional thing that happened in your life? (Answers will vary.)

## Day 5

### Deepen Understanding

**Review** Repeat explanations for all oral vocabulary words. Use the definitions and examples from Day 1 and Day 3.

**Guide Partner Activities** Have partners work together to complete each of the activities below. Circulate and listen to partners as they work. Provide corrective feedback.

**Describe** Talk to your partner. Describe a contest you have seen or been in. Use these words: defeated, opposing, succeed, triumph.

**Examples** Do you sometimes find it hard to overcome your feelings and act calm? What are some things that are emotional for you? Work with your partner. Make a list.

**Draw** Draw a picture of someone who feels affection for you.

**Write** Write a description of a person you love. Use these words: beloved, appreciate, devote, endeared.

**Assess** To assess what word meanings children have learned, copy and distribute the Pretest/ Posttest on pages 118–119. Use page 75 to administer the test. Compare scores with Day 1 assessment.