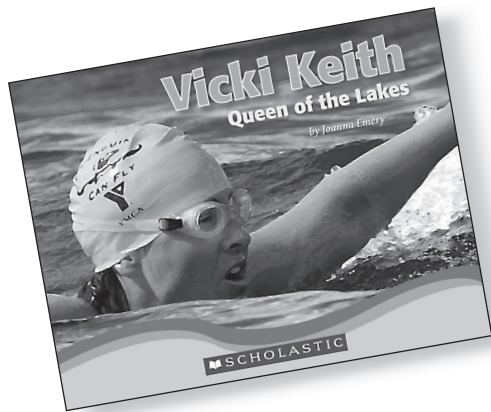


Vicki Keith: Queen of the Lakes



Written by Joanna Emery

Text Type: Non-fiction: Retell/Description — Biography

Guided Reading Level: P

Summary: In this biography, you will learn about a remarkable Canadian marathon swimmer, Vicki Keith. Vicki became known as the Queen of the Lakes because she was the first swimmer to swim all five of the Great Lakes. She holds a number of world records and is involved in developing swimming programs for children with disabilities.

Text Features

- ▶ headings

Visual Literacy

- ▶ maps
- ▶ legends
- ▶ sidebars
- ▶ captions
- ▶ journal format
- ▶ charts
- ▶ timeline

Text Supports

- ▶ photographs support the text

Possible Text Challenges

- ▶ sidebars
- ▶ multi-syllabic words
- ▶ compound words

First Session (pages 2-7)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ analyzing

Working with Words

- ▶ uses syllabication and familiar word parts to solve multi-syllabic words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ analyze photographs and text
- ▶ solve unfamiliar words using syllabication and familiar word parts

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Invite students to share any experiences they may have had while swimming. Ask, *Where have you gone swimming?* Hand out copies of the text. Read the title and the name of the author. Explain to students that this is a biography, a story of a person's life. Encourage students to share stories of biographies they may have read or heard about.

Predicting

Ask, *What do you think this story will be about?* Have students make predictions and record these on the board or on chart paper.

Visual literacy/language predictability

Direct students' attention to the back cover. Read the text aloud. Say, *Let's see if the author has provided any clues about what this story will be about.* Talk with students about the meaning of the word *marathon* and draw their attention to the similar type in which the words *Vicki Keith* and *Queen of the Lakes* have been recorded. Ask, *Why do you think these words have been treated the same way?*

Point out the map and ask, *What does this map show?* Encourage students to look carefully at the legend in the bottom-left corner of the map showing Vicki's route across each lake. After reading this information, there may be students who wish to revise their earlier predictions. If so, note these changes on the list.

ESL Note: Refer to a real map of Canada so students will get an idea of where the lakes are positioned in relation to Toronto and the rest of Canada, and how the lakes are also partly in the USA.

Visual literacy

Overcoming Text Challenges

Have students do a brief picture walk through the text, pointing out the various headings and how the sidebars provide additional information. Have students turn to pages 14–16 and point out the world record chart and personal timeline of Vicki Keith. Explain that both these features provide important information.

Word solving and building

Write a few of the multi-syllabic words from pages 2–7, such as *marathon*, *determined*, *challenge*, *completed*, *volunteered*, and *distance* on chart paper. As you read each word aloud, have students clap out the syllables. Say each syllable slowly and then place a mark after each syllable to show students how each word is broken up. Point out to students that when they come across an unfamiliar word, they can break it into syllables by identifying parts they know, or by dividing the word between double consonants and then reading the syllables together to see whether they make sense.

Predicting

Setting a Purpose

Remind students of their earlier predictions about why Vicki Keith is called Queen of the Lakes. As they read to the end of page 7, remind them to use the text, photographs, and other text features to find information.

Teaching Tip: Write the purpose for reading on chart paper or the board so that it is visible to all students in the group. This will help them focus as they read and encourage independence when they finish reading.



DURING READING

Ask students to read the text to page 7 independently, thinking about the purpose of their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension questions. Offer prompts, such as, *What is one fact you have learned about Vicki Keith? How did Vicki Keith become interested in swimming? What do you think Vicki will do next?*

If students finish before others have completed the reading, ask them to reread to a partner the section of the story they found most interesting.



AFTER READING

Predicting

When students have finished reading, have them compare their predictions to the events in the text. Ask them to confirm or eliminate predictions from the chart with the supported evidence from the text.

Analyzing

Initiate a discussion with students about what they have learned about Vicki Keith. Pose questions, such as, *Where is Vicki Keith Point? How did Vicki prove she liked challenges when she was a little girl? What are the Great Lakes? Why did she always finish a swim with the butterfly stroke?* Encourage students to revisit the text and locate information that supports their responses.

ESL Note: Write the discussion questions on the board. Students come up with the answers with a partner. Give them adequate time to complete the task. Take up the answers orally.

Visual literacy

Revisit the sidebar on page 3. Ask, *Why do you think the Water Safety Tips were placed in a sidebar? In what other ways has the author drawn the reader's attention to the information on this page?* Initiate a discussion about the importance of Water Safety Tips, and that the author chose to put the information in a sidebar to grab the reader's attention. Ask, *In what other ways does the author highlight text?* Talk about the purpose of captions, which help draw attention to the accompanying photographs.

Ask students to turn to page 6 and ask, *How does the map help the reader? What does the dotted line on the map represent?*

Text features

In the centre of a piece of chart paper, write “Marathon Swimmers.” Ask students to find information about marathon swimmers by looking at the information provided in the sidebars on pages 4–7. Create a web using the facts suggested by students.

Word solving and building

Ask students to share any words they found challenging and the strategies they used to figure out these words. Point out positive reading strategies you observed during the session. For example, say, *I noticed Erin studying the word kilometre. She broke the word into syllables and sounded out “kil-o” and then she recognized the word metre. When she blended them together, she read kilometre.*

Second Session (pages 8–16)

Reading Strategies

Comprehension

- ▶ predicting
- ▶ synthesizing

Working with Words

- ▶ using word parts to read unfamiliar words

Assessment Opportunities

Note each student’s ability to:

- ▶ make predictions
- ▶ synthesize: find facts and supporting details
- ▶ solve unfamiliar words using syllabication and familiar word parts

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ retelling



BEFORE READING

Sequencing/predicting

Activating and Building Prior Knowledge

Invite students to recount what they have learned so far about Vicki Keith. Provide pieces of paper for students to record interesting facts or events. These “index cards” can be used later for sequencing and/or categorizing events. Then ask, *Based on what you have read so far, what do you think will happen next?* Engage students in a discussion and add these predictions to the list made earlier.

Visual literacy/word solving and building

Overcoming Text Challenges

Direct students’ attention to the heading in the sidebar on page 8. Point out the word *Headlines* and elicit from students that this is an example of a compound word. With students’ assistance, identify each familiar part of the word and blend them together to read *headlines*. Explain that they will encounter other compound words in the text. Encourage them to look for familiar word parts to solve unfamiliar words.

Text features/making connections: text to self

Direct students’ attention to pages 11–13 and indicate that these pages are written like a journal. Discuss with students how these pages are different from the others they have read. Encourage students to share any information they may have about journals and what information they may expect to find.

ESL Note: Point out to students that there are lots of details in these journal pages and that when they write in their journal, they should put in a lot of detail. Ask them why it was a good idea for Vicki's crew to write journal entries about her Million Dollar Marathon. Then ask students why it is important for them to keep a journal.

Word solving and building

Revisit some multi-syllabic words from the first session, such as *organized*, *disabilities*, *facilities*, *equipment*, and *provisions*, and have students demonstrate how to break these words into syllables.

Predicting

Setting a Purpose

Remind students of their predictions and then say, *Read the rest of the story to find out what happens to Vicki Keith.*



DURING READING

Tell students to read the rest of the text independently, thinking about the purpose of their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Have you changed any of your predictions based on what you read? Did you expect Vicki to set these world records?*

For students who finish reading before others, have them discuss with a partner an unexpected fact or event.

Teaching Tip: Good readers stop to think as they read to be sure the text makes sense.



AFTER READING

Synthesizing

When students have finished reading, discuss what happened in the story. Ask questions and have students provide support for their responses using information from the text. Ask, *How did Vicki prove she had a lot of courage? How did she help children with disabilities? What do you think was the hardest challenge she faced? What were Vicki Keith's personal goals and how did she meet them?*

Predicting

Review predictions with students. Ask, *What did happen next to Vicki Keith? Did anyone predict that?* Compare students' predictions to the events in the story.

Word solving and building

Have students share word-solving strategies they used during their reading. Revisit any challenging words students encountered, such as *jellyfish*, *wheelchairs*, *able-bodied*, and *equipment*, and discuss the strategies they used to figure out the words. Point out the positive reading strategies you observed during the session. For example, say, *I noticed when Tony came to the word wheelchairs on page 9, he broke the word into parts . . . wheel . . . chairs, then he put the words together and read wheelchairs. Well done!*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Inferring

Writing a News Story

Have students select one of the headlines found on page 8 and write an accompanying news story about Vicki Keith. Remind students to be sure to answer the 5 Ws and H (Who, What, Where, When, Why, and How) when writing their news stories.

Sequencing

Card Game

Using the Vicki Keith information index cards created at the beginning of this session, have students write additional facts from their reading, including from the World Record Chart and Timeline. With a partner, have students draw three to five index cards from a pile and place them in order. Partners check each other's work for accuracy. For an added challenge, partners could sequence all of the index cards they have drawn from the pile.

Making connections: text to world

Create a Poster

Using the sidebar information and the word web made earlier, direct students to create a poster about marathon swimmers. Encourage students to include at least five different facts about marathon swimmers on their posters. Remind them to use both pictures and words.

Word solving and building

Two- and Three-syllable Words

Have students divide a piece of paper into two columns with one column labelled "Two-syllable Words" and the other "Three-syllable Words." Pairs of students select two pages from the text. Students reread the text independently, writing two- and three-syllable words in the appropriate columns. Students compare their word lists, marking the words they have in common. Students then count the number of dissimilar words and award one point for such a word. Students record their points and then repeat as many times as desired.

Alternatively, students could set a time limit for collecting their words.

Making connections:
text to world

Penguins Can Fly!

With your guidance, students can find out more information about the Million Dollar Marathon and the Penguins swim club at <http://www.penguinscanfly.ca>.

Making connections:
text to self

Design a Plaque

Have students read the “Vicki Keith Point” plaque pictured on page 2. Using the BLM, have students design a plaque for themselves or someone else they would like to honour. Discuss with students what information they would like to include.

Design a Plaque

Name: _____

A large rectangular frame with a grey border and a white interior. The interior contains ten horizontal lines for writing.