

Lesson Plan

Swimming Summaries

Book: *Women in Swimming*

Series: She's Got Game

Level: Navigator

Objective

To help students practice summarizing the main points of a text, and to explore how titles can help readers anticipate those points.

Supplies

- *Women in Swimming* book
- Whiteboard
- Pencils and paper

Before the Activity

Read *Women in Swimming* as a class, or assign it to students to read on their own. Divide the class into groups of three or four students.

Activity

The book is divided into four chapters. Each chapter describes key events in the history of swimming. For each chapter, students in each group should work together to do the following:

- Write the chapter's title
- Summarize the chapter in one or two sentences starting with "This chapter is about ..."

Give the groups time to write their answers. Then come back together as a class. Write the four chapter titles on the whiteboard. Then invite students to share their group's summary of that chapter, using the following sample answers as a guide:

- Chapter 1 ("A Surprise Gold"): This chapter is about how Katie Ledecky surprised the world by breaking the US record for the 800-meter freestyle event. She was the youngest swimmer in the race.
- Chapter 2 ("Early Years"): This chapter is about when women first began to swim competitively. It describes rules and beliefs that made it hard for women to train and compete, as well as how female swimmers overcame these limits.
- Chapter 3 ("New Champions"): This chapter is about changes that allowed more women to make a career out of swimming. It describes struggles they faced and changes to laws and opinions that helped women have equal opportunities.

- Chapter 4 (“Going the Distance”): This chapter is about the many events that female swimmers compete in today. It describes how they excel at long and difficult events, such as triathlons and open-water swimming.

Write the summaries on the whiteboard. Then ask students the following questions:

- How does Chapter 1’s title help readers anticipate the kind of information it contains? (Sample Answer: The words *surprise* and *gold* make readers think about an unexpected winner.)
- What words in the other chapter titles help readers anticipate each chapter’s content? (Sample Answers: In Chapter 2, the word *early* makes readers think about the sport’s beginnings. Chapter 3’s title suggests it will describe expanding opportunities or competitive success. In Chapter 4, *distance* implies that longer races will be mentioned.)
- In what chapter would you expect to find information about the first year women swam in the Olympics? (Answer: Chapter 2)
- In what chapter would you expect to find information about Title IX, a law that requires schools to give proportional funding to male and female athletes? (Answer: Chapter 3)

Evaluation

Could students identify and summarize each chapter’s main ideas? Could they identify how the titles reflected the information each chapter contains?

Standards

This lesson may be used to address the Common Core State Standards’ reading standards for informational texts, grade 4 (RI 4.1, 4.2).