

Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

Curtis Smith can reach speeds of around 15.5 miles (25 kilometers) per hour in his bike chair. When it comes to sports, some kids think that Curtis has an unfair advantage, but he knows that competing in a wheelchair involves pain, hard work, and determination.

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Ask the student if they think racing in a wheelchair would be faster than running or cycling? Why? Together, look at the photograph on the cover. Which body parts would Curtis use most? Is it fair that he competes against able-bodied kids? Why?/Why not?

Discuss how the design of Curtis's racing chair might help him go faster. Look closely at the photographs on pages 2 to 4. Where do Curtis's hands go? Why are the steering rods so low? What is a push ring for? Tell the student to use the text, the labels, and the photographs to understand the story as they read.

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. What wheelchairs does Curtis own? How does he use them?
2. Why does Curtis need a wheelchair?
3. What are the advantages and disadvantages of competing in a wheelchair?
4. Why do you think the author wrote this book?
5. Do you think Curtis will make the Olympic team? What evidence in the story supports your viewpoint?

Answers to the Comprehension questions

1. Curtis has a racing chair for fun runs, wheelchair races, duathlons and triathlons, a bike chair for duathlons, triathlons, and going to the park, a sports chair for playing tennis and basketball, and a day chair for everyday activities.
2. He has spina bifida.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Using previous experience to understand words in a new context

Introduce the concept and practice

Understanding the underlying concept of a word helps the student to gain meaning from the same word in different contexts.

When the student is familiar with the book, identify "cord" on page 5. Write it on the board. Together, think of different uses for "cord," for example, "spinal cord," "electrical cord," and "cordless phone." Write or draw these on the board. Now formulate an underlying concept for "cord," such as, something that is like a small rope or string. Check that this concept fits for each of the different contexts. Repeat this exercise with other words in the text, such as "plates" or "switches" on page 6, "open" on page 8, and "clocked" on page 9. One other context is often enough to help gain meaning.





Name: Date:

Introduction: Curtis Smith can reach speeds of around 15.5 miles (25 kilometers) per hour in his bike chair. When it comes to sports, some kids think that Curtis has an unfair advantage, but he knows that competing in a wheelchair involves pain, hard work, and determination.

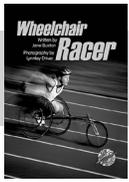
Errors M S

The Race Is On "He has wheels! That's not fair!" Curtis Smith grins. Some spectators are checking _____ the racing chair that _____ uses for fun runs – _____ that don't have prizes _____ are fun to take _____ in. Curtis's racing chair _____ different from a regular _____ because it's lightweight and _____ thinner wheels. The back _____ slope out for extra _____, and Curtis estimates that _____ top speed is about 7.5 _____ (12 kilometers) per _____. The chair has metal _____ that steer the small _____ wheel, just as handlebars _____ the front wheel of _____ bicycle. The difference is _____ when Curtis puts the _____ into position, they stay _____ so that his hands _____ free to control the _____. The brakes are located _____ the front wheel. They're _____ same as bicycle brakes, _____ Curtis activates them by leaning forward and pushing down on them.

| Accuracy Chart (Exact word replacement only) | | |
|--|-------|---------------|
| Words Entered | Score | Level |
| More than 11 correct | | Independent |
| 10 or 11 correct | | Instructional |
| Fewer than 10 correct | | Frustration |

Errors
M = Meaning (makes sense) ____ **S** = Syntax (sounds right) ____
 Heard Seen Unseen
 Comments: _____





“He has wheels! That’s not fair!” Curtis Smith grins. Some spectators are checking out the racing chair that he uses for fun runs – races that don’t have prizes but are fun to take part in. His racing chair is different from a regular wheelchair because it’s lightweight and has thinner wheels.

The back wheels of the racing chair slope out for extra speed, and Curtis estimates that his top speed is about 7.5 miles (12 kilometers) per hour. There aren’t many wheelchair races, so at every opportunity, Curtis races with able-bodied people. He frequently hears the comment, “That looks easy!”

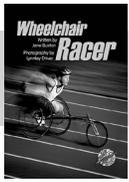
Curtis knows that looks can be deceiving. Racing is hard on his arms and his legs. Curtis has spina bifida, which means “split spine.” When people have this condition, one or more of the bones in the spine don’t form properly, and this affects the spinal cord, which carries messages from the brain to the rest of the body.

When messages don’t reach some parts of the body, those parts are paralyzed. Curtis prefers it when people treat him normally because that’s how he feels. For him, a wheelchair is an everyday part of his life. He has a bike chair that he uses in addition to his other chairs when he competes in duathlons and triathlons.

The pedals on the bike chair are so high that they look like handlebars. These pedals are used for both pedaling and steering. Curtis trains hard. He’s determined to make the Olympic team in a few years. Curtis also has a sports chair that he uses for tennis and basketball.

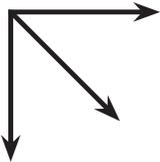
Like a racing chair, a sports chair is lightweight. When his friends ride their bikes to the park, Curtis uses his bike chair. For everyday activities, Curtis uses a regular wheelchair, which is the most comfortable of his chairs. Curtis’s friends are used to his wheelchair. He’s just one of the crowd, and that’s the way he likes it.





Name: Date:

Words can be found in these directions:



The letter in each square can only be used in one word.

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| b | a | l | a | n | c | e | f | o | r | w | a | r | d | c | l |
| b | b | a | c | k | w | a | r | d | r | u | b | b | e | r | a |
| e | e | d | i | f | f | e | r | e | n | t | f | i | r | s | t |
| c | c | m | m | a | n | e | u | v | e | r | b | r | a | i | n |
| a | o | o | b | s | o | p | p | o | r | t | u | n | i | t | y |
| u | m | m | u | a | i | b | i | c | y | c | l | e | h | e | s |
| s | f | a | f | t | r | m | c | d | c | a | u | g | h | t | t |
| e | o | x | w | i | s | r | i | o | o | w | r | h | e | s | r |
| g | r | i | h | b | t | i | a | l | m | u | e | g | o | p | e |
| r | t | m | e | o | b | n | d | s | a | p | b | a | e | e | n |
| o | a | u | e | d | i | u | e | e | s | r | u | l | r | e | g |
| u | b | m | l | y | s | h | s | s | t | e | o | t | e | d | t |
| n | l | l | e | a | t | h | e | r | s | o | d | f | e | w | h |
| d | e | h | u | n | d | r | e | d | s | h | e | e | t | r | i |
| d | e | t | e | r | m | i | n | e | d | s | i | m | p | l | e |
| i | m | p | o | r | t | a | n | t | r | e | g | u | l | a | r |

Words to find:

- | | | | | |
|----------|-------------|-----------|-------------|----------|
| backward | comfortable | forward | maneuver | similar |
| balance | computer | go | maximum | simple |
| because | determined | ground | of | speed |
| bicycle | different | he | opportunity | strength |
| body | double | hundred | outside | to |
| brain | embarrassed | important | regular | wear |
| bus | first | is | rubber | wheel |
| caught | fitness | leather | sheet | |

Use the letters that are left to make the word that tells what Curtis uses to get around.....





- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START
 "He has wheels! That's not fair!" Some spectators are checking out your racing chair.

1 Your racing chair is lightweight and has thinner wheels than regular wheelchairs. Go on to 5.

2

3

19

20

21

22 You prefer it when people treat you normally because that's how you feel. Go forward two spaces.

4 You estimate your top speed at about 7.5 miles (12 kilometers) per hour. Go forward four spaces.

18

END
 Your friends are used to your wheelchair. You're just one of the crowd, and that's the way you like it.

23

5

17

30

24

6

16

29

25 You're determined to make the Olympic team in a few years. Spin again. If you spin a 1 or a 6, go on to 28.

7 You race with able-bodied people at every opportunity. Name two numbers. If you spin one of them, go on to 11.

15 Racing is hard on your arms and your legs. Spin again. Go back that number.

28

27 You wear out two sets of tires a year. Go back to 24.

26

8

14

13

12

11

10 You frequently hear the comment, "That looks easy!" Go back four spaces.

9





Name: **Date:**

Summarize the information in the book using the graphic organizer below.

| Type of wheelchair | Purpose | Special features |
|--------------------|--------------------------|---|
| Racing chair | | |
| | Duathlons and triathlons | |
| | | <ul style="list-style-type: none"> • lightweight • small wheel at the front • similar wheel at the back • no brakes |
| | | |

Write on the back of this page if you need more space.



Use the text to help you find information about each kind of chair. Use the pictures and diagrams for extra help.

