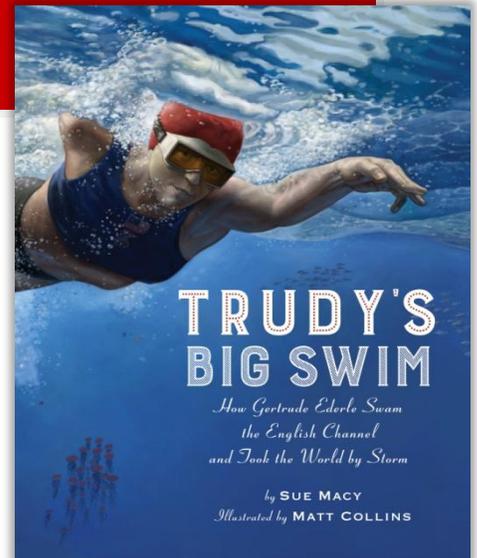# LESSON PLAN

STEM

Trudy's Big Swim

How Gertrude Ederle Swam the English Channel and Took the World by Storm

Sue Macy, illustrated by Matt Collins

In Trudy's mind, failure was not an option. She was going to be the first female swimmer to swim twenty-one miles across the English Channel. Read this captivating and courageous story of a defining moment in sports history.

9780823436651 • Ages 6–10 • E-book available

Objectives: Students will be able to read for purpose and understanding, identify text type, answer comprehension questions using text support, and report on a topic by drawing evidence from literary and informational texts to support analysis, reflection, and research.

Guided Reading Level: N
Grade Level: 3
Interest Level: 1–5

Instructional Standards
Reading Informational Text: RI.2-4.1,2,3,4,7,8
Reading Foundation Skills: RF.2-4.4, 4a, 4c
Writing: W.2.1,2,3,7,8,10/ W.3-4.1,2,3,7,8,9,10
Speaking and Listening: SL.2-4.1,2,4,6
Language: L.2-4.1,2,3,4,5,6

BEFORE READING

Discuss

1. Cover illustration and the book title
2. Text type: fiction or nonfiction
3. Why is it important to think about the text type before reading?
4. Nonfiction vs. fiction
   - **Nonfiction texts give us information that is true**
   - **Are organized around a specific idea or topic**
   - **Teach facts through reading**
5. Not all nonfiction texts look the same. Give examples from prior reading.
   - **Narrative Nonfiction** tells a story about a person, event, or place. It is based on research.
   - **Expository Nonfiction** explains or informs about a topic.
   - **Descriptive Nonfiction** gives the reader a visual of what is being described using rich details and figurative language.
   - **Persuasive Nonfiction** is meant to influence how the reader thinks, feels, acts, or makes decisions with regard to a particular idea, issue, or proposal.

Take a picture walk through the book.

1. Identify "text features"
   - Table of contents
   - Foreword
   - Afterword
   - Illustrations
   - Photographs
   - Captions
   - Italics
   - Diagrams
   - Maps, charts
   - Pronunciation Guide
   - Headings
   - Glossary
   - Index
   - Further Reading
   - About the Author
   - Time line
   - Bold/colored print
2. What do you think this book is going to be about?
3. What do you already know about the topic, person, or event?
4. What strategies do you use when you come to challenging words?

DURING READING

1. First reading/shared: Teacher reads aloud and models as students read along.
2. Second reading/independent: Students read silently.

Think about and identify . . .

1. Challenging vocabulary; predict meaning based on context clues
2. What you want to learn more about
3. How the author integrates visual information
4. How different text features help you to understand and also clarify information
5. The author's purpose (to entertain, explain, or persuade). Why do you think the author chose to write this book?
6. The main idea and supporting details

AFTER READING - Make Connections

1. Describe the overall structure of *Trudy's Big Swim*.
2. What did you learn about Gertrude Ederle? Describe her thoughts, behaviors, and actions.
3. What did you find interesting? Why?
4. Write a letter to Gertrude letting her know why you admire her and how she changed the world.
5. How can you take what you learned and apply it to your own life?
6. Explain why *Trudy's Big Swim* is considered descriptive nonfiction text.
7. Find examples of how Sue Macy uses figurative language to enhance meaning and tone.
8. Create a PowerPoint presentation on the life of Gertrude Ederle incorporating information on what the world was like in 1926.
9. Read another book about Gertrude Ederle. Compare and contrast the most important points and key details from both texts.

STEM Group Project

Research how science, math, technology, and engineering have been used to enhance the performance of professional athletes throughout history.

Guide written by Marla Conn, reading/literacy specialist and educational consultant 3.17