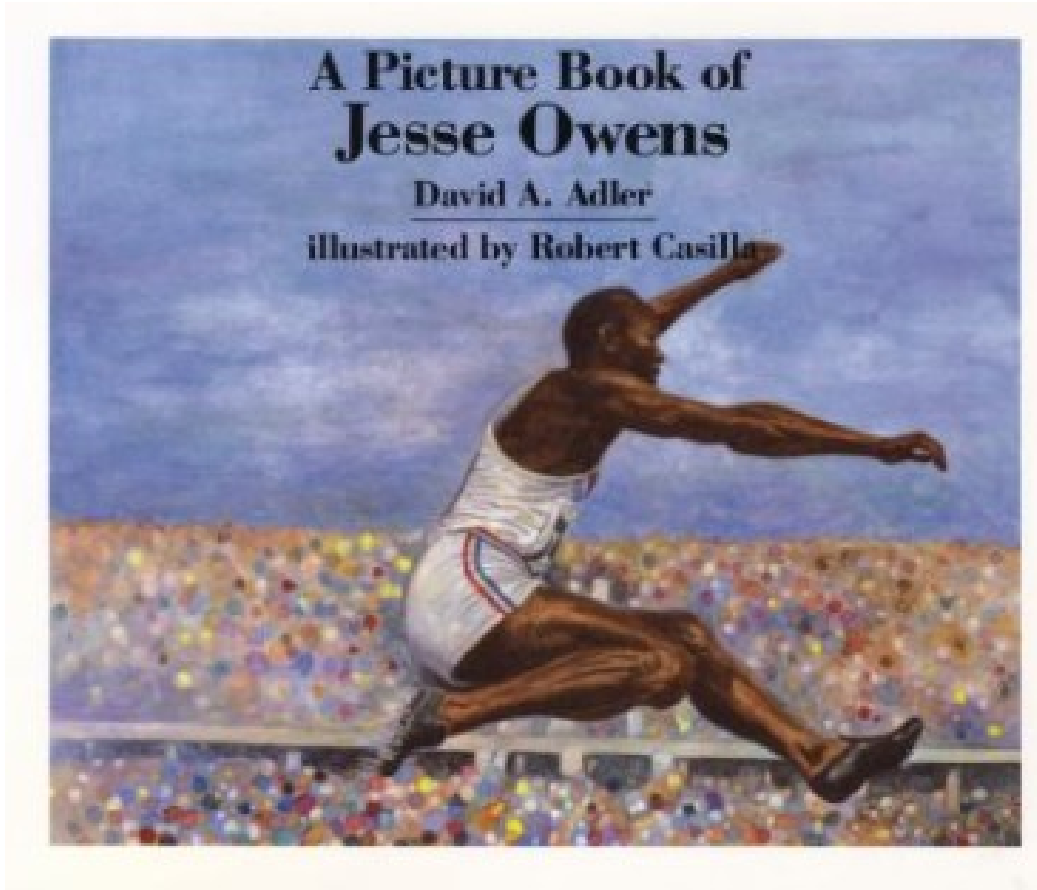


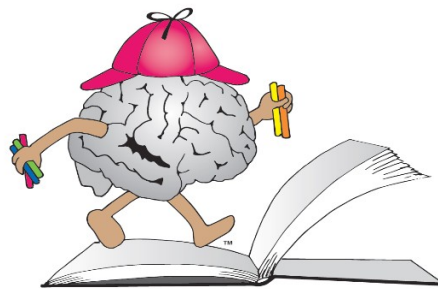
Early Reading Success



Grade Two-Grade Three

A Picture Book of Jesse Owens

Name: _____ Date: _____



Beryl Irene Bailey, Ed.D., CCC/SLP

Name: _____

Date: _____

A Picture Book of Jesse Owens

Vocabulary in Context



**Quincy
Question**

Directions: Read the following questions and circle the letter of the meaning of the word as used in the sentence. **Practice** using your READ Strategy to help you to figure out the meanings of the words in context.

“J.C.’s grandparents had been slaves. His parents, Henry and Mary Emma Owens, were **sharecroppers**. They farmed on another man’s land and shared with him their small crop of corn and cotton.”

1. Which description best gives the meaning of the word **sharecroppers**?
 - a. Sharecroppers plant crops on their land and share them with others.
 - b. Sharecroppers and the owner’s of the land work together and plant crops.
 - c. Sharecroppers use the owner’s land to plant crops and keeps all the plants.
 - d. Sharecroppers plant crops on the owner’s land and shares the crops with the owner.

“The picture of the two athletes—a black American and a white German in the **midst** of all the hate and prejudice around them—is one of the lasting images of the 1936 Olympics.”

2. What does the word **midst** mean in this context?
 - a. time period
 - b. the center of
 - c. the heart of
 - d. course of action

3. Which statement shows that Jesse Owens had a sense of achievement?
- a) He went to Ohio State University and was on the track team there, too.
 - b) Jesse worked, too-sweeping floors, shining shoes, watering plants, and delivering groceries.
 - c) With a lot of work and with what Jesse later called his “lucky legs,” he ran so fast and with such grace that he was called a “floating wonder.”
 - d) He said Jesse should train not just for the next race, but to be the best runner he could be.

4. Which literary device did the author use when he wrote, **“Coach Riley taught Jesse to run as if the ground were on fire?”**

- a. alliteration
- b. imagery
- c. personification
- d. simile

5. Which literary device did the author use when he wrote, **“Riley saw Jesse run in gym class and asked him to train for the track team?”**

- a. alliteration
- b. imagery
- c. personification
- d. simile

Name: _____

Date:

Jesse Owens

Key Details

Directions: Read and answer the questions about Jesse Owens. Highlight the key details that helped you to answer the questions in orange. When writing the answers to the constructed response questions, answer in complete sentences.

“In 1927 Jesse entered Fairmount Junior High School. There he met Charles Riley, a gym teacher and coach of the track team.”

1. How old was Jesse when he entered Fairmount Junior High School? Explain how you answered the question.

“He went to Ohio State University and was on the track team there, too. On May 25, 1935, at the Big Ten Championship meet, Jesse had what has been called the greatest day in track and field history. He set three world records and tied a fourth, all within forty-five minutes.”

2. How many years did Jesse run track and field in school before he went to college? Explain how you

Show your work in this space.

“He tied the Olympic record of 10.3 seconds for the 100 meter race, set a new world record of 20.7 seconds for 200 meters around a curve, and was part of the team to set a world record for the 400-meter relays.”

3. How long did it take Jesse Owens to run the 100 and 200-meter races?
- a) 10.4 seconds
 - b) 30 seconds
 - c) 31seconds
 - d) 30 minutes

Self-Control means not quitting when something is too hard. It means being able to convince yourself to do the right things.

4. Which statement shows that Jesse Owens had self-control?
- a) Jesse Owens gave hundreds of speeches on the value of family, religion, and hard work.
 - b) Jesse Owens also wrote his autobiography and two books on issues facing the black community.
 - c) For many years Jesse Owens was called the “World’s Fastest Human,” and he won many awards.

d) ...those races made him feel more like a spectacle than an athlete, but he also wrote, "At least it was an honest living. I had to eat."

Name: _____

Date: _____

A Picture Book of Jesse Owens

Text Structures and Punctuation Marks



Patsy Period

Directions: Read the following sentences and questions that follow. Circle the letter of the correct answer.

J. C. was skinny and often sick with what his family called a "devil's cold." It was probably pneumonia. There was no money for doctors or medicine, so to cure J.C.'s illness, his mother wrapped him in cloth and put him by the fireplace.

1. Which text structure is represented in the paragraph above?
 - a) cause & effect
 - b) compare & contrast
 - c) chronology
 - d) problem & solution

The roof leaked. In the winter, cold wind blew through the walls. In summer, the house was so hot J.C. felt he could hardly breathe.

2. Which text structure is represented in the statement above?
 - a) compare & contrast
 - b) description
 - c) problem & solution
 - d) sequence

In 1928 Jesse Owens set the junior high school record for the long jump and the high jump. In 1933 he set high school records for the long jump and the 220-yard dash.

3. Which text structure is represented in the statement above?
- a) cause and effect
 - b) chronology
 - c) description
 - d) problem & solution

Jesse Owens was born on September 12, 1913, on a small farm in Oakville, Alabama. His given name was James Cleveland. His nickname was J.C.

4. What is Courtney Comma doing in the second comma of the above statement?
- a) Catching her breath
 - b) Coordinating conjunctions
 - c) Separating city and state
 - d) Separating things

J.C.'s grandparents had been slaves. His parents, Henry and Mary Emma Owens, were sharecroppers. They farmed on another's man's land and shared with him their small crop of corn and cotton.

5. What is Courtney Comma doing in the second sentence?
- a) Catching her breath
 - b) Coordinating conjunctions
 - c) Separating city and state
 - d) Separating things

Name: _____ **Date:** _____

Character Rubric

Note to Teacher: Complete this activity as a class. Have each student to take turns reading and rating the statements about Jesse Owens. Make sure that the students provide evidence for their ratings. This activity is in their student booklet.

Directions: Conduct a CLOSE read of the rubric below. On a scale of 1-5 you will rate Wilma on the statements within the three areas below. Five is the highest rating. Circle the number of the rating that you give Jesse for each statement. You must be able to discuss the evidence with your classmates for the ratings you give.

Title: A Picture Book of Jesse Owens Author: David A. Adler

Character/Person: Jesse Owens

Rating Key: 1 2 3 4 5 NA
 Little Moderate Much
 Evidence Evidence Evidence

Social Emotional Themes	Rating					
Sense of Achievement						
1. The character/person has a vision.	1	2	3	4	5	NA
2. The character/person has a plan to achieve his/her goal.	1	2	3	4	5	NA
3. The character/person practices his/her talent.	1	2	3	4	5	NA
4. The character/person is optimistic about achieving his/her goal.	1	2	3	4	5	NA
Self-Confidence						
1. The character/person has confidence in himself/herself.	1	2	3	4	5	NA
2. The character/person believes he/she can make a difference.	1	2	3	4	5	NA
3. The character/person is not afraid to try something new.	1	2	3	4	5	NA
4. The character/person is proud of his/her cultural heritage.	1	2	3	4	5	NA
Self-Control						
1. The character/person has willpower.	1	2	3	4	5	NA
2. The character/person completes tasks he/she starts.	1	2	3	4	5	NA
3. The character/person does not give up after failing two or three times.	1	2	3	4	5	NA
4. The character/person exhibits traits of persistence, diligence and discipline.	1	2	3	4	5	NA
5. The character/person makes an effort not to do harmful things to his/her body or other people.	1	2	3	4	5	NA

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