

Book Study:
The Quickest Kid
in Clarksville

Written by
Pat Zietlow Miller



Created by:
The Curriculum Corner



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Task # 1



Read with Fluency

Pick a page to practice.
Read the page over and
over. Pay close attention
to the punctuation.

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Task # 2

Read with a Partner



Take turns reading
pages in the book
with your partner.

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Task #3

Make a Flip Book



Cut around the outside edge of the flipbook, then cut along the bold lines up to the middle of the book. Fold the flaps down. Think of beginning, middle and end. Write each under the flap. Draw a picture to show each on the top.

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Task #4

Complete a Story Map

Choose a story map page.

Complete the story map

using what you
have read.



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Task #5



Focus on the Illustrator

Look at the pictures with a friend. Find a favorite. Share details you notice.

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Task #6



Focus on Feelings

Use the feelings cards. Find places in the book where you see each feeling.

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Task #7

Write About It

Pick a writing prompt.
Answer the question
and illustrate what
you write about.



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Task #8

Visualizing

Copy the wording from your
story strip on your paper.

Draw a picture to show what
you are visualizing as
you read.



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Task #9

Wilma Rudolph

Research to learn about Wilma Rudolph. Share what you learn.



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Task #10

Making Connections

Talk with a friend about connections you made as you read the book.



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Digging Into the Text

Ideas for discussion starters with students.

- Describe how the girl feels about Wilma Rudolph.
- How does Alta feel about the girls new shoes?
- Why does thinking about Wilma Rudolph make Alta feel better about her shoes?
- How does Alta feel as she returns home?
- How does Charmaine get everyone to work together?
- How do you think things would have gone differently if the girls didn't work together?
- When do you know that the girls are becoming friends?
- What do you think is the best moment of the day for the girls?
- What made Wilma Rudolph a great athlete?
- What is evidence that Wilma Rudolph was a determined, hard-working person?
- What evidence in the author's note lets us know that Wilma Rudolph was also a good person?



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What do you think is the best moment of the day for the girls?

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9.

What made Wilma Rudolph a great athlete?

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10.

Share evidence that Wilma Rudolph was a determined and hard-working person.

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11.

What evidence in the author's note lets us know that Wilma Rudolph was also a good person?

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12.

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Name: _____

Card #



Finding Evidence

My answer is:

The evidence I found in the text to support my answer:

Visualizing the Text

This selection of phrases and words from the text will allow students to practice visualizing what they read. Encourage students to sketch what they see when they hear each word. Choose a range of words and phrases that will allow your students to build their confidence and then provide a challenge.

- I'm running in place, listening to my feet pound the pavement.
- ...when a girl I've never seen before comes sashaying my way like she owns the sidewalk and everything on it.
- Because Charmaine's strutting hard enough to shame a rooster.
- I'm still be-bopping when she takes off again.
- I leap after her like a scalded frog...
- Charmaine struts by like she's queen of the block.
- We run faster and faster, till our legs are nothing but a whirling blur.
- That makes Charmaine and me sashay like we own the sidewalk and everything on it.



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in place,
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Examining Feelings

Below are emotions that describe how Alta might feel throughout the book. Work with your students to find evidence of the feelings in the text. You might also have students place the feelings cards in the book to mark where they see evidence of each.

- anxious
- excited
- unsure
- confident
- dreamer
- worried
- proud
- ambitious



anxious

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excited

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unsure

© www.thecurriculumcorner.com

confident

© www.thecurriculumcorner.com

dreamer

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worried

© www.thecurriculumcorner.com

proud

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ambitious

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Find your favorite spot in the book.

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Find your favorite picture.

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Find a place where you make a connection.

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Find a place where you wish you could ask Alta or the author a question.

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Find a turning point in the book.

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Name: _____



Story Map

Book: _____

Author: _____

Main Character

Setting

Beginning

Middle

End

Name: _____

Flip Book

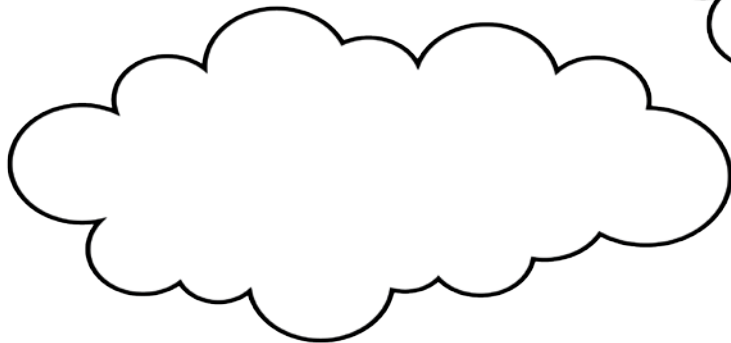
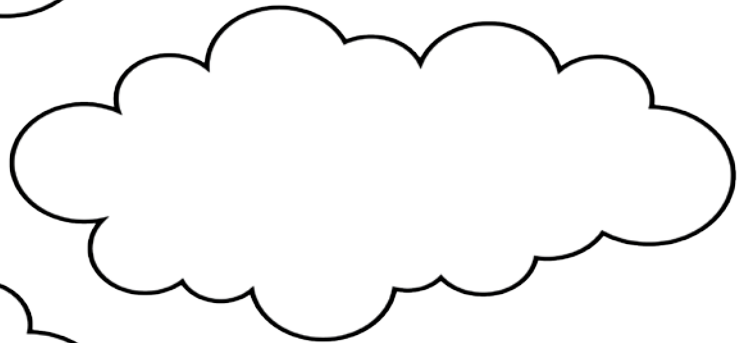
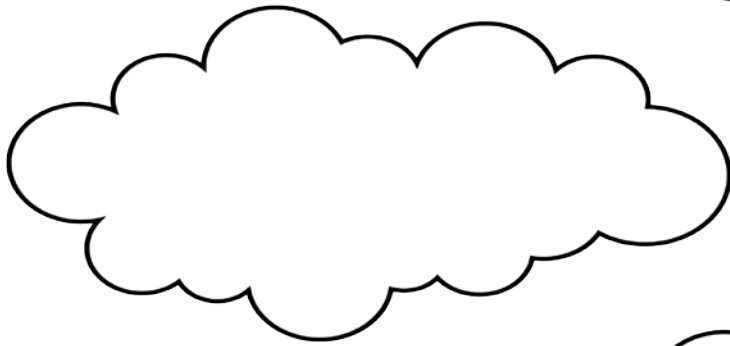
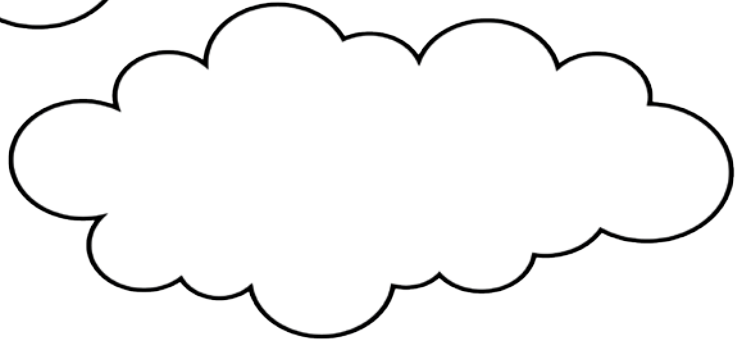
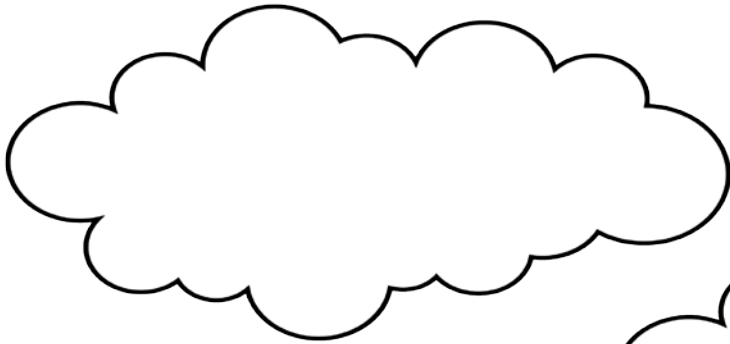
		End
		Middle
		Beginning

Name: _____



Word Choice

The author chooses words that help us understand the feelings and actions of the characters. What are some of the words you noticed while reading?



Name: _____



Share your story!

Alta shares a story about a time when she met a new friend. Tell a story about a time when you made a new friend.

A large, empty rounded rectangular box intended for writing a story.

Five horizontal lines provided for writing.

Name: _____



Looking at the Illustrations

Share your noticings about the pictures in the book.

A large, empty rounded rectangular box intended for students to write their observations about the illustrations.

Five horizontal lines provided for additional writing or notes.

Name: _____



Using Voice in Writing

The author's writing helps us better know Alta. Share a good example of using voice in writing from the book.

A large, empty rounded rectangular box intended for writing a paragraph.

Five horizontal lines provided for writing.

Name: _____



Visualizing

Show what you are picturing as you read.

A large, empty rounded rectangular box with a solid black border, intended for a student to draw a picture related to their reading.

Name: _____

Visualizing



Show what you are picturing as you read.

Empty rounded rectangular box for drawing or writing.

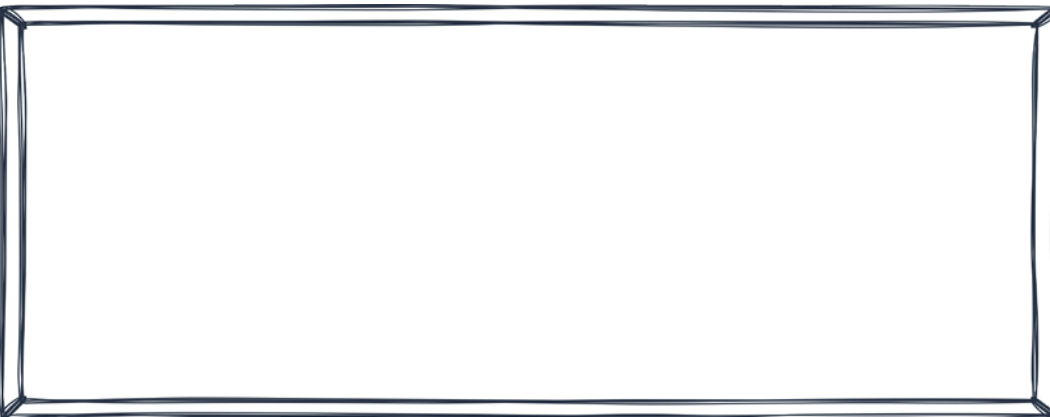
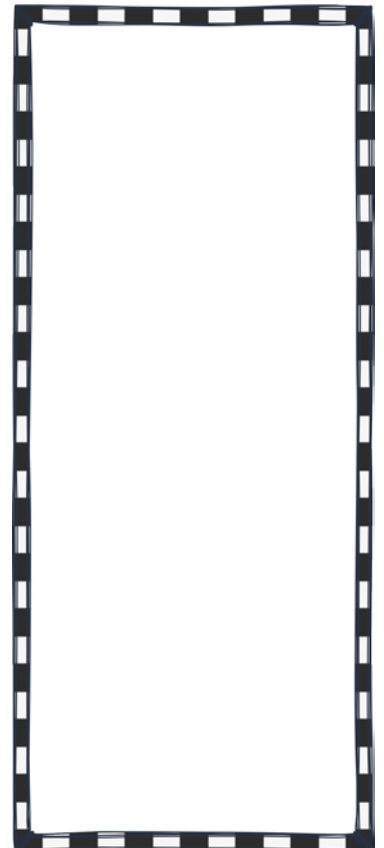
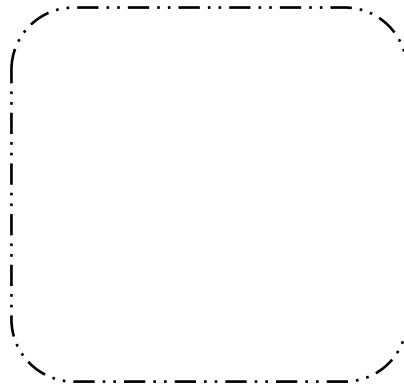
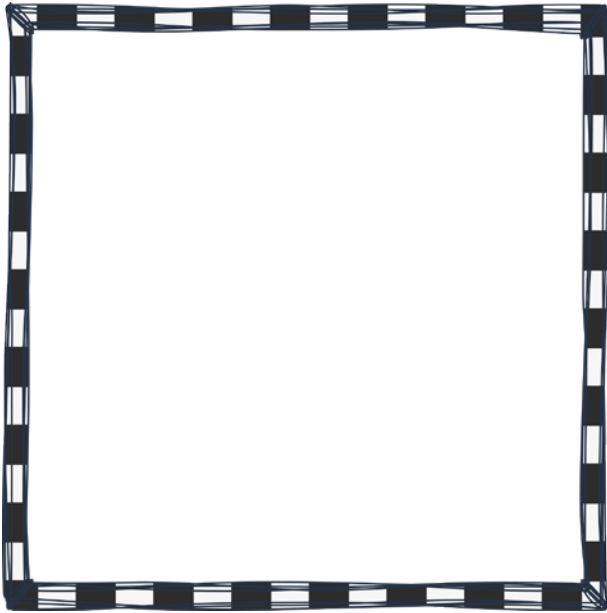
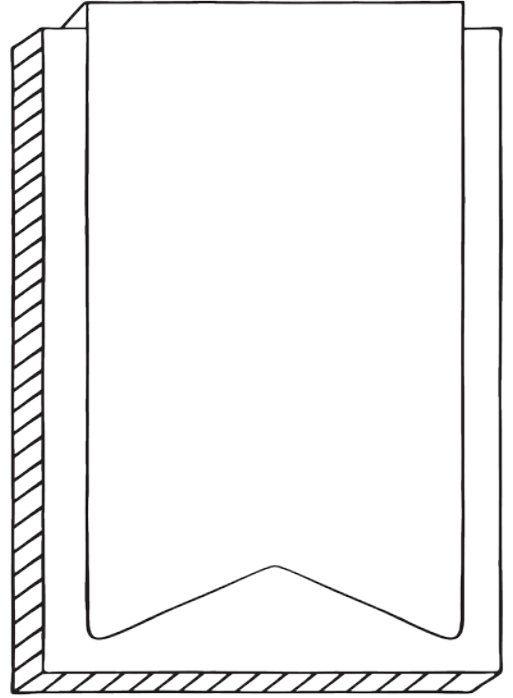
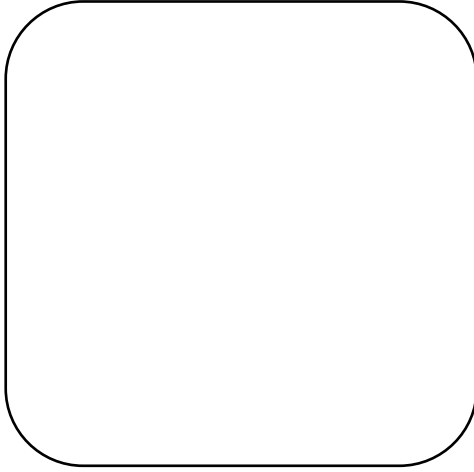
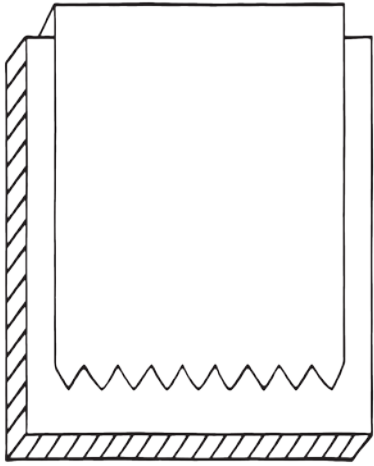
Empty rounded rectangular box for drawing or writing.

Empty rounded rectangular box for drawing or writing.

Empty rounded rectangular box for drawing or writing.

Name: _____

Wilma Rudolph



Name: _____

Wilma Rudolph

Share four facts you know about Wilma Rudolph.

Name: _____



Making Connections

Use words and pictures to show a connection you made.

A large, empty rounded rectangular box intended for students to draw or write their connections.

Name: _____



Making Connections

What happened in the book?

A large, empty rounded rectangular box for writing the answer to the question "What happened in the book?".

What connection did you make?

A large, empty rounded rectangular box for writing the answer to the question "What connection did you make?".

Name: _____



A large, empty rounded rectangular box intended for drawing or writing.

Five horizontal lines for writing, located at the bottom of the page.

Name: _____



Name: _____





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unsure

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confident

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dreamer

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worried

© www.thecurriculumcorner.com

proud

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