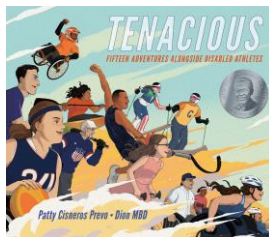


## Book Guide

### Milwaukee Public Library Summer Reading Program



<b>Book Title:</b>	Tenacious: Fifteen Adventures Alongside Disabled Athletes
<b>Author:</b>	Patty Cisneros Prevo
<b>Illustrator:</b>	Dion MBD

<b>Recommended Audience</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	K5	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>

#### Length of Time to Read:

Read this book aloud in short chunks (10-15 minutes per sitting), highlighting one or two athletes per day. The larger/bold rhyming print could be read straight through in one sitting with younger students.

#### Summary:

Take a journey with Wisconsin author and two-time Paralympic gold medalist Patty Cisneros Prevo as she shares the stories, joys, challenges, and accomplishments of fifteen disabled athletes.

#### Before Reading (Create Interest):

Ask your students to come up with some everyday tasks they need help in order to do (like grabbing something from a tall shelf, getting to and from school, reading a story, or something else). Then ask: What could you design, make, or do differently to help you accomplish that task by yourself? Have each student share their task and an idea/tool/invention for getting it done. Explain that they have just come up with some “adaptive” ways to accomplish a goal. Throughout history, people with disabilities have found creative ways and made adaptive equipment to complete daily tasks, play sports, and more!

Show students the front cover of the book and ask if anyone knows what it means to be “tenacious” (i.e. persistent, determined). Explain that in the book you’re about to read, they will get to meet fifteen tenacious athletes who are competing and thriving in the world of adaptive sports – sports that are adapted or invented by/for people with disabilities.

#### During Reading (Discussion/Questions):

As you read, show some highlight videos from the Paralympic Games so your students can see each adaptive sport in action: <https://www.youtube.com/@paralympics>

Give students plenty of time to look at the illustrations and ask questions as you read. Use the glossary in the back of the book to define any unfamiliar words. Pause to discuss each athlete’s Daily Challenge and Joy. Ask your students if they can relate to each joy or challenge. Have your students make a simple gratitude journal out of paper and write down some of their own Daily Joys and Challenges.

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#### After Reading:

Ask your students if anything in the book surprised them. Which sports from the book were they familiar with already? Which were new to them? Which sport would they most like to try? Ask: Did you connect with any of the athletes? Did any of them remind you of someone you know?

Ask: If you could redesign one part of your body, what would you make? What would you want your body part to be able to do? Would it have wheels, skis, skates, propellers, lasers, or other cool features?

In the book, wheelchair tennis player Hope Lewellen says her Daily Challenge is “having patience in a world not designed or intended for disabled people.” Ask: What do you think she means? Can you think of some specific examples? Have students look around your room/building/area and identify some things that weren’t designed so that disabled people can use them. Have your students brainstorm ways to make the area more accessible (think about furniture, ramps, signs, quiet/calming corners, fidget toys, or other ideas). Work with your students to make one or more of their ideas come to fruition!

#### **STEAM (Science, Technology, Engineering, Arts, and Math) Connection:**

##### **Play Goalball**

Using the instructions provided, challenge your students to play a game of goalball. Your group can play inside or outside, using simple materials to create the equipment.

##### **Venn Diagrams**

Help your students discover and appreciate their differences and similarities. Split your group into pairs and have each pair draw a Venn diagram (two big circles that overlap in the middle) on a piece of paper. Have Student 1 write their name above one circle while Student 2 writes their name above the other circle. Next, have each pair come up with some things they have in common and some ways they are different. Have them write the similarities in the space where their circles overlap. Have each student write unique things about them in the part of their circle that doesn’t overlap. Encourage students to think about family, skills, foods, languages, favorite things, etc.

##### **Adapt a Game**

There are many types of disabilities, and each disabled person’s experience is unique. A disability might impact someone’s vision, hearing, movement, communication, thinking, learning, remembering, or mental health. Not all disabilities can be seen. Divide your students into small groups. Ask each group to pick a game they are all familiar with. Challenge: Work together to adapt your game so that anyone can play it! Encourage groups to think about which rules or actions they need to update so their game works for everyone. Lastly, have each group teach their adapted game to the rest of the class.

#### **Ideas for younger or older children**

Younger students may need additional help from an adult during the activities above. With older students, read the Author’s Note and the “Preferred Language” section in the back of the book. Discuss what it means to be a disability advocate. In pairs or small groups, have students choose a disabled athlete who is NOT included in the book and write/illustrate a page featuring the athlete they selected.

**Additional Notes:** Watch an interview with author Patty Cisneros Prevo: [milpublib.qrd.by/patty](http://milpublib.qrd.by/patty)  
Watch Patty (#5) play in the Wheelchair Basketball Final at the 2008 Paralympics: [milpublib.qrd.by/game](http://milpublib.qrd.by/game)

