Disability Awareness Through Language Arts and Literacy

Resources for Prekindergarten and Elementary School

2016

FLORIDA DEVELOPMENTAL DISABILITIES COUNCIL, INC.
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2016

FLORIDA DEVELOPMENTAL DISABILITIES COUNCIL, INC.
ACKNOWLEDGEMENTS

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Original drawings used with permission by Zoe Gelinas. Zoe is a 13-year-old artist who was born with Down syndrome and learned to use her art as a way to express herself thanks to a teacher. View more of Zoe's art at http://fineartamerica.com/profiles/debbie-gelinas.html
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INCLUSION: A GUIDING PRINCIPLE

Full inclusion of individuals with developmental disabilities, into their schools and communities, is the cornerstone of a good and safe quality of life. By developing meaningful relationships with friends, peers, families, and fellow citizens, individuals with developmental disabilities will live a full and rewarding life.

(Florida Developmental Disabilities Council, Inc., 2015)

Young children come in contact with people with disabilities every day. Most children don’t even notice the differences. But when children don’t understand why a person is different, they may make fun of that person or ask inappropriate questions. As children grow up, they develop their attitudes and feelings toward people with disabilities by watching and listening to family members, teachers, peers, and people in the community. The home and the classroom are ideal places to increase children’s understanding of disabilities and teach them how to relate and interact in positive, accepting, and productive ways.
Inclusive schools provide rich opportunities for children to work and play together and support children with disabilities as they go to school. In *Buster and the Amazing Daisy* (a book described on page 43), when Daisy worries that she doesn’t belong in the regular school, her new friend Laurel assures her,


Dr. Amy Milsom suggests that the most effective way to change behavior and reduce harassment and other negative experiences is through specific activities and experiences that are intentionally designed to increase knowledge and improve attitudes toward persons with disabilities (2006). Parents and teachers should make sure that these activities occur frequently throughout the year. In addition, children in Florida can participate in their school district’s celebration of “Disability History and Awareness Weeks” each October.

Children can develop respect and acceptance for individual differences by engaging in language arts and literacy activities that focus on disability awareness. *Disability Awareness Through Language Arts and Literacy: Resources for Prekindergarten and Elementary School* has been created for educators and families. The primary objectives include:

- Promote positive attitudes toward and facilitate successful inclusion of students with disabilities
- Increase respect and acceptance of individual differences
- Increase understanding of disabilities and related social issues
- Facilitate the development of literacy and language arts skills through activities about disability awareness.

**References**


We can help create an inclusive atmosphere. My own son read Odd Boy Out, a book about Albert Einstein. This changed the way he looked at himself.

(Jeanne Boggs, Parent)

Disability awareness is an important part of children’s social development. Children who understand and express their feelings, participate in activities, develop special friendships, and show that they care for others are more likely to be successful in school and later in adult life. As children grow, these skills contribute to their ability to form and maintain supportive relationships with all kinds of people, including persons with disabilities (Rintoul, B., et al., 1998, August 27; Bureau of Exceptional Education and Student Services, 2010).
How People Are Alike and Different
Children benefit from embracing an appreciation for diversity. This begins with understanding how people are alike and different. Children have a basic need to grow beyond their own sense of self and begin to identify, understand, and appreciate similarities between individuals and among groups of people. Understanding similarities among people is a way children create their personal identities. This can be as simple as recognizing that another child likes the same food, plays the same games, or has the same shirt. When children recognize that a child with a disability shares the same interests or has the same feelings, they begin to develop empathy with that child. Empathy is a cornerstone of positive interpersonal relationships. Children learn more about similarities and mutual respect when they spend time in play and cooperative activities with children who are different (Kolucki, 2001).

Appreciating diversity includes identifying and understanding differences in individuals. Children react to peers with a disability in different ways. Some overlook the differences and don’t place any importance on them. Other children may be fearful and exhibit negative behaviors. Learning about differences can reduce children’s fears and replace them with curiosity and acceptance. Being able to celebrate and value differences is based on an understanding that each child is unique. Regardless of differences, children learn that everyone has positive qualities and strengths.

Positive Attitudes and Productive Relationships
One of the main purposes of efforts to promote disability awareness is to help children develop positive attitudes toward people with disabilities. These positive attitudes can result in friendships and productive relationships. Children may feel uncomfortable when they meet a person with a disability for the first time. They may not know what to say or how to act. Knowledge of disability etiquette provides guidelines on how to behave and act with persons with disabilities. *Disability History and Awareness: A Resource Guide*, published by the Florida Department of Education in 2010, includes an overview, general guidelines, ways to show sensitivity to individuals with visual impairments, and suggestions for interacting with people who have speech disabilities. The following guidelines for disability etiquette can help children learn about how to interact with persons with disabilities. When teaching children about disability etiquette, it’s important that adults serve as positive role models.
Disability Etiquette for Children*

1. It’s okay to offer your help to someone, but don’t just go ahead. Be sure to ask first or wait until the person asks for your help.

2. It’s okay to ask people about their disabilities, and it’s also okay for them not to talk about them.

3. Just because people use wheelchairs, it doesn’t mean they are sick. Lots of people who use wheelchairs are healthy and strong. Leaning on a person’s wheelchair is just like leaning on that person’s body.

4. It’s okay to ask people who have speech problems to repeat what they said if you didn’t understand the first time. Don’t correct them. Be patient and wait for them to complete their thoughts. Don’t speak for them.

5. Don’t speak loudly when talking to people with visual impairments. Be sure to identify yourself before you talk.

6. To get the attention of persons who are deaf or hard of hearing, move to where they can see you and tap them on the shoulder or wave your hand. Look directly at them when you speak.

7. Never pet or play with guide dogs or other service animals. The animals shouldn’t be distracted from the job they are doing.

8. Invite friends with disabilities to join you in daily activities and special occasions. Think about ways they can be involved in the things you do.

9. Don’t be embarrassed if you use common expressions, such as “See you later” that might relate to the person’s disability. It’s OK to ask questions when you’re not sure what to do.

10. Treat a person with a disability the way you like to be treated.


Communication Skills

“Person-first” language changes the way people may describe a person with a disability. In the past, it was common to say: “I know a blind boy,” or “She teaches autistic children.” In the 1980s, advocacy groups urged the public to use person-first language instead. That means you should
say: “He’s a boy who is blind,” or “She teaches children who are autistic.”

Person-first language reflects the belief that we should put individuals before their disability. This is something that children can learn at a very early age. The language we use reflects our attitudes and influences our actions. Person-first language helps people place attention on what people do, not their disability.

People sometimes use words that refer to a disability in derogatory comments about a person or an action. Such comments may include outdated terms that have crept back into common usage. These words are often used to poke fun or anger at a person who is having difficulty: “That sounds so retarded.” “Are you deaf?” Do not use any words that would be offensive to a person with a disability.

**Friendships and Productive Relationships**

Children should be encouraged to develop cooperative relationships by being accepting and supportive of their peers, including those with disabilities. For example, jobs can be assigned to inclusive groups of children to care for routine tasks in the home, in the community, or at school. Children can be responsible for shelving library books or caring for the classroom plants. Informal and incidental training may be needed to make sure that all children will know what to do when they engage in spontaneous interactions in the hallway, on the bus, or in the community (Williams, 1998).

**Information about Disabilities**

Children need as much accurate information about the different types of disabilities as they can handle. It’s important to present information in a straightforward and sensitive manner. Children may have worries and misconceptions about people with disabilities. Here are some common concerns:

- **A disability is contagious.** A disability is not an infectious disease. People don’t become disabled by coming in contact with persons with disabilities.
- **Having a disability is a punishment.** People don’t have a disability because they have been bad, nor does the disability make them bad people. Sometimes the media and books project this notion.
- **People who have disabilities must be cared for all the time.** People who have disabilities can lead very independent and productive lives.
An important message when teaching children about disabilities is that a disability is part of life. As Kathie Snow says so simply, “If it is not right for people without disabilities, it is not right for people with disabilities” (Snow, 2006-09).

**Disability Resources**

Definitions and explanations about disabilities differ depending on the sponsoring agency. In Florida, definitions used in the public school programs are based on rules adopted by the State Board of Education. Definitions used by other agencies and organizations vary according to the purpose and services that they offer.

The following websites provide information on disabilities that may be helpful to educators, families, and children in upper elementary grades. Additional websites are described in the last section of this book.

- The Center for Parent Information and Resources offers brief but detailed fact sheets in both English and Spanish on specific disabilities. [http://www.parentcenterhub.org/](http://www.parentcenterhub.org/)
- The National Center on Birth Defects and Developmental Disabilities provides information on people with disabilities, including articles and podcasts. [http://www.cdc.gov/ncbddd/Index.html](http://www.cdc.gov/ncbddd/Index.html)
- The Centers for Disease Control and Prevention sponsors a Web-based Kids’ Quest. This site is intended to help fourth- through sixth-grade children learn about people with disabilities and issues related to daily activities, health, and accessibility. Quests include Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders, Fetal Alcohol Spectrum Disorders, Hearing Loss, Mobility, Tourette Syndrome, and Vision Impairment. [http://www.cdc.gov/ncbddd/kids/kidhome.htm](http://www.cdc.gov/ncbddd/kids/kidhome.htm)

**Contributions of Individuals with Disabilities**

On many levels, individuals with disabilities have made significant contributions to our lives. Scientists such as Stephen Hawking (neurological disorder, known as ALS or amyotrophic lateral sclerosis), composers such as Ludwig van Beethoven (deaf), politicians such as Franklin Delano Roosevelt (orthopedic impairment, polio), and advocates like Helen Keller (deaf-blind) are among the many well-known individuals who have accomplished a great deal. Many websites are devoted to sharing information about people with disabilities who are politicians, celebrities, and athletes. Here are a few examples:

- *Disabled World* presents a list of well-known people with disabilities and medical conditions.
The list includes actors, politicians, and writers who contributed to society.  

- Kids’ Corner, sponsored by the Center for Disability Information & Referral at Indiana University, hosts a list designed for children that includes entertainers, athletes, and leaders. http://www.iidc.indiana.edu/cedir/kidsweb/fpwdinfo.html

At the local level, individuals with disabilities make many contributions in the workplace, in schools, in the community, and as family members. Organizations such as the Florida Youth Council, Parent to Parent, the Family Network on Disabilities, Very Special Arts, the Council for Exceptional Children, and the Florida Developmental Disabilities Council may provide information and assistance to help you identify contributions by individuals with disabilities in your community. More information is provided in this guide in the section, Florida Resources for Guest Speakers.

References


I love using the literature genre to work with students through academics at home and school. Acceptance is natural for very young. We can build a foundation early when we can influence attitudes.

(Paula Marshall, Florida Diagnostic and Learning Resources System)

The language arts and literacy activities included in this section target skills to help learners understand and communicate and interact with individuals with disabilities. These activities are incorporated into the lesson plans included in this guide. Descriptions are provided to help teachers and families conduct the activities, along with tips for differentiated instruction, and links to resources for more information. The following activities are included:

**Reading and Listening**
- Shared Reading
- Directed Reading
- Story Elements
- Character Study
- Reflecting on Reading

**Writing and Speaking**
- Tell a Story
- Share Information
- Share an Opinion
Reading and Listening

Shared Reading
Teachers and parents read books to young children to open their lives to the joys of reading. At first the adult chooses the books and the times for reading aloud. But soon even very young children can be heard to say, “Read it again” or “This book, Mommy.” Engaging children in the story to promote a dialogue can accelerate language and vocabulary development.

Reading with Very Young Children
Children ages birth to three will let you know if they want to look at a particular book. Let the children decide when they are finished. Use the following strategies to talk about what the children say, point to, or do when reading a book. As the children get older, ask harder questions and encourage them to tell you more.

In dialogic reading, the teacher or parent engages the child in the story and helps him become the storyteller. The adult becomes the listener, questioner, and audience. You can use these three simple strategies to facilitate interaction. The acronym CAR will help you remember the strategies.

- **Comment and wait.** Describe the pictures or action in the story. Wait so the children have time to think about what they want to say. Waiting at least five seconds lets the children know you want to hear what they have to say.
- **Ask questions and wait.** Use simple yes/no questions that let children respond by pointing or giving a one-word answer. Open-ended questions elicit longer responses. Don’t forget to wait for a response.
- **Respond by adding a little more.** You can repeat what the child says and add one or two words to expand the thought. If the child says “bear,” the adult might say, “big, brown bear.” This response reinforces the child and supports language development to the next level of complexity.

Prompting Older Children
Different types of prompts can be used to encourage four- and five-year-old children to respond to the story. Use the acronym CROWD to remember the prompts.

- **Completion prompts.** Say a sentence about something in the book and leave a blank for the children to fill in. You might say, “Goldilocks sat in Baby Bear’s chair. It was just____.” Completion prompts help children learn about the structure of language.
• **Recall prompts.** Use simple questions about what happened in a book to get children to tell you about the sequence of events and the story plot.

• **Open-ended prompts.** Ask the children to tell you about the pictures in the book. This helps them attend to detail and improves their expressive language.


• **Distancing prompts.** Use distancing prompts to help children relate the pictures and words to their own experiences and the real world. While reading a book about animals in the jungle, you might ask, “What animals did we see when we visited the zoo?”

**Tips for Differentiated Instruction**

- Read the book more than one time, each time increasing and extending the vocabulary and ideas from the previous reading.

- Adjust the amount of reading to fit the text and the children’s attention span.

**For More Information**


Directed Reading

As children become more independent readers, directed reading activities can be used to help them as they think about what they are reading. Children will learn what to do when what they are reading doesn’t make sense, and they will ultimately become proficient readers.

Directed Reading Thinking Activity (DRTA)

DRTA is a comprehension strategy that encourages children to ask questions about what they are reading, predict the answers, and then read to confirm or refute their predictions. It helps students become active readers and relate what they are reading to what they already know. The strategy also teaches them to monitor their understanding and strengthens critical thinking skills.

When using the DRTA strategy with children, introduce it by providing examples of how to ask questions, how to predict the answers, and how to read to confirm the predictions. Be ready to assist with questions, prompts, and support until children can use the strategy on their own. It’s a good idea to identify points in the story where children will be expected to stop and ask questions. At first, you ask the questions and invite the children to make predictions, and then read to find the answer. As children become comfortable with this strategy, have them ask the questions. Here’s a suggested outline:

- **D = Direct.** Direct and activate children’s thinking before reading the story by reviewing the title, chapter headings (if available), and illustrations. State the title of the book. Ask open-ended questions that direct the children as they make predictions. What do you think this story will be about? What do you think will happen to the main character in this part of the story? Invite children to make predictions. Record questions and predictions on paper for review after reading.

- **R = Reading.** Have children read to the first stopping point. Remind them of the questions and their predictions. Ask children to evaluate their predictions and refine them, if necessary, based on what they have read. Continue this process for each section of the story.

- **T = Thinking.** At the end of each section, have children look back at the text and think about their predictions. You may use questions such as, “What did you read that proved your prediction?” “What did you find in the text that made you change your prediction?”
**Think-Pair-Share**

Think-pair-share is a cooperative learning strategy that can be used to support reading comprehension. Children work together to answer questions or solve a problem related to an assigned reading. When think-pair-share is used, children first think individually about a question or a problem, then they pair with another child to share their ideas. As children become more skilled in using this strategy, they will be able to discuss their ideas and opinions with each other and reach conclusions.

When using think-pair-share, develop a set of questions or prompts for children to use as they read the story. Teach them how to engage in think-pair-share and provide guidelines for discussions (everyone gets a turn; listen first, then respond). Model the procedure by pretending to “think-pair-share” or ask one child to help you demonstrate. Use simple topics at first, such as “What’s your favorite ice cream?” Then have the children pair up and practice. Continue to monitor and support the sharing by the children.

- **Think:** The adult begins by asking a specific question about the story. Children are prompted to “think” about what they already know or have learned about this topic.
- **Pair:** Each child is paired with another child.
- **Share:** Children tell their partners the answer to the question. If you are working with a large group or a whole class of children, you can ask several pairs to tell what they shared and expand it to a whole-group discussion.

**Reading Guides**

Reading guides are used to help children with longer stories or chapter books. The guides often include a set of questions or topics, or a graphic organizer for children to refer to as they read the story. To create a reading guide, identify the major ideas or events in a book. Consider each child’s knowledge and previous experience related to the book as you develop the questions or statements to guide the children as they read the story.

To introduce the reading guide, tell the children what it includes and why it was created. It will be important to go over the guide and make it clear what the children are supposed to do. You may need to demonstrate by going over the first one or two questions or items in the guide.
You can now introduce the assigned book, briefly discuss the main ideas, and explain any new vocabulary. At first have the children read the story together with you, responding to the prompts or questions in the reading guide. As they become more comfortable, you can simply monitor the children’s independent use of the guide. Children may even be able to design their own guides and support each other.

The following questions may be included in a reading guide:

• What do you think this book is about?
• Who were the main characters?
• Where and when did the story take place?
• What events took place first, next, and last?
• What do you think the author is trying to say?
• Why do you think the author wrote this book?
• What have you learned from the book?

**Tips for Differentiated Instruction**

Break the reading into small sections and allow children time to think about and process information. Adjust the amount of reading to fit the purpose and difficulty of the text and the abilities of the readers.

For students who aren’t able to read independently, provide the book in an alternate format, such as audio recording or digitized speech.

Vary the difficulty of the questions. Include literal or factual questions as well as questions that require critical thinking.

Have students work together to determine answers to questions. Have students tell, write, or type responses to questions.

When children don’t understand the question, restate it.

Be sensitive to the children’s reading and language skills and attention spans when creating pairs.

Allow students to choose who will share with the whole group.
For More Information


**Story Elements**

Story elements include the characters, the setting, and the plot or story line. Questions can help children identify each of the elements. A story map uses graphic organizers or diagrams to help children identify the specific elements. The story map also helps children recall and integrate the details of the story. Different types of questions and graphic organizers can be used.

When using a story map the first time, make sure that children understand the elements. If the map features the major events, start by having children identify the “beginning-middle-end” of familiar stories, like *Goldilocks and the Three Bears*. Show children how to complete the map. Introduce another familiar story and have the children complete the story map as they read or listen to the story. Encourage them to go back to the story to find any missing parts. More complex graphic organizers include separate sections for characters, setting, problem/solution, and major events.

- **Characters.** Characters are the people or animals, robots, or things that the author presents in the story using descriptions of their characteristics, personality, or abilities. Children can describe the appearance, actions, and intentions of the characters in the story.
- **Setting.** The setting is where the story takes place. It may include the location, the weather, and the time. Sometimes authors give clues about the setting through the pictures or the type of language in the story, and the readers have to infer where the story takes place.
- **Problem/Solution.** Most stories introduce a problem in the beginning and the characters have to solve the problem. The solution generally happens at the end of the story. In most cases, the characters learn something or are changed by the solution to the problem.
- **Major Events.** The events in a story are what the characters do throughout the story. The author uses the events to introduce the reader to the problem, follow the characters as they attempt to solve the problem, and finally reach a solution at the end of the story. As stories get more complex and include many events, story mapping is a good way to help children follow the order of events so that the story makes sense.
**Tips for Differentiated Instruction**

Provide prompts for each section on the map. For example, write in prompts such as:
- Who are the main characters? Where does the story take place? What happened first?
- What was the problem? How did the characters solve the problem?

Use different types of story maps. The beginning-middle-end format is the simplest; use more complex maps with more advanced students.

Have children draw pictures that represent elements in the story map.

Show children how to use this strategy using a story or a book with very clear components.

**For More Information**


Character Study

One of the best ways to get into the meaning of a story is to study the characters. The main character is the person, animal, or animated thing that the story is about. Beginning readers generally focus on the physical qualities and abilities of the characters. More advanced readers can analyze the characters’ feelings and thoughts, and the intent of their actions.

When analyzing characters, young children can tell something about the appearance of the characters or what they did. They can identify or locate pictures that show the characters in action.

In kindergarten and grade one, children can describe the characters in more detail or draw pictures. They can also predict what the character will do in a particular situation. They can also compare physical characteristics and abilities of the main characters in the story (Florida Center for Research on Reading [FCRR], 2008).

For children in grades two and three, character analysis may include questions such as:
• What does the character look like?
• What things does the character do?
• What is something important about the character?
• What would you do if you were the character?
• Do you like the character? Why or why not? (FCRR, 2006)

In grades four and five, character maps typically include sections for:
• Thoughts • Quotes
• Actions • Feelings
• Description • Something Else Important (FCRR, 2007)

Comparing characters and considering how they change in the story helps children understand the meaning and purpose of the story. In many stories, characters change as a result of an event or problems and conflict in the plot. Children can determine how and why the character changed (Griffin, E., 2005). Questions may include:
• What was the main character like at the beginning of the story?
• What was the main character like at the end of the story?
• How did the main character change?
• How did the main character affect the other characters?
• Why did the main character change?
Tips for Differentiated Instruction

Provide prompts for each section on the character chart. For example: “What clothes did the character wear?” “What did the character do first?”

Use different types of character charts. “Picture the Character” is the simplest; more complex maps can be used with more advanced students.

Have children act out character roles or draw pictures of the characters in action.

Model this strategy using stories with well-known characters, such as a fairy tale or television movie.

For More Information


Reflecting on Reading
Proficient readers use strategies to think about, process, and reflect on what they have just finished reading. These strategies provide an opportunity for children to make inferences about, summarize, question, and respond to what they have read.

Making Inferences
Making inferences is a higher-order comprehension skill. The reader must go beyond what is in the text and use information that is not directly stated to draw an inference. Many stories contain problems or lessons from which the characters learn and grow. Children must be able to make inferences about how the characters affect the events in the story as well as how the events affect the characters. A simplified model for teaching inference is based on the following ideas:

• We need to find clues to get some answers.
• We need to add those clues to what we already know or have read.
• There can be more than one correct answer.
• We need to be able to support the inferences we make (Marzano, 2010).

You can use questions to get children talking about their inferences:
• **What is my inference?** Children become aware that they may have just made an inference by filling in information that wasn’t in the story.
• **What information did I use to make this inference?** Information may include material presented in the text, or it may be from the child’s background knowledge.
• **How good was my thinking?** Children reflect and evaluate their thinking. Was I correct? How do I know? What is the evidence?
• **Do I need to change my thinking?** The final step in the process is for children to consider possible changes in their thinking. This helps children update their thinking as they gather new information.

Exit Slips
Exit slips are responses the children write at the end of an activity. You can use exit slips to informally assess children’s understanding and identify what they still need to learn. Different kinds of questions or instructions can be used for an exit slip. Here are a few examples:
• **Document Learning**
  What was the most important thing that happened in the story?
  Which character changed the most from the beginning of the story?

• **Emphasize the Learning Process**
  How did the story surprise you?
  How did the author let you know how the story was going to end?

• **Evaluate the Instructional Approach**
  How did making predictions help you understand the story?
  How did the story map help you recall the major events?

When you use exit slips the first time, explain that the purpose of the exit slip is to help the children think about what they have just learned. Model how to create a response and write it on a half sheet of paper. Repeat the question and ask the children to respond. Collect their exit slips at the end of the activity. The next day, respond to what the children wrote. You can use exit slips as part of an assessment portfolio.

**Tips for Differentiated Instruction**

- Use graphic organizers to make the steps from observation to inference more explicit.
- Have a variety of exit slips and differentiate which students get which ones.
- Have children work on their exit slips in pairs or small groups.
- Allow children to verbally express the information.

**For More Information**


Writing and Speaking

Tell a Story
Telling a story—actually retelling a story—is a great way children can share books that they love with others. The retelling can range from detailing what actually happened in the story to creating more embellished versions in which children use their imagination and incorporate additional events or characters.

Here’s how to get started. Select one of the picture books in this Guide. Read it together with your children. Talk about the characters and events in the story, using questions like these:

- What happened in the beginning of the story? The middle? The end?
- Who are the characters? What do you like about them?
- Where does the story take place?
- What is the problem in the story? How does it get resolved?
- What do you think about the ending? What is the connection between the beginning and the ending of the story?

On a different day, bring out the book and ask one of the children to retell the story. The child can use the pictures, but should tell the story in his own words. This can be done orally or in writing, whatever you and the children prefer.

Revise the Story
Explore different ways the story can be changed. Add new characters that help or hinder the solution to the problem in the story. Change the location so that the problem is a little different. Change the problem so the characters have to seek new solutions. This can first be done as a group activity. The revised story can be recorded for all to see or hear. Maybe new illustrations will be needed. Children can write and publish or record a new version of the story for others to read or listen to.

A great follow-up to this activity is to interview the children who revised the story to find out why the story was changed. How does the new version compare with the original? What was the authors’ intent? What did the authors want the reader to learn from the new version of the story?

Children can personalize the new versions of the story by putting themselves as the characters and using photographs as illustrations. This can be a powerful way to encourage children to reflect on the messages and themes of the stories they are reading. They can be challenged to figure out what they would do in a similar situation and how they would react.
Tips for Differentiated Instruction

Scaffold the retelling by providing prompts for the characters or events in the story. For example, in the “Beginning” box of a story map, write in prompts such as: “Who are the main characters?” “Where does the story take place?” “What was the first thing that happened?”

Model retelling using a well-known story like a fairy tale. Tell the story the traditional way first. Then change the characters or events so that the outcome is different.

Students can extend their understanding of retelling as they write stories of their own. They can use sequence charts or story maps to create their own main ideas, characters, setting, and plot for a story.

For More Information


**Share Information**

Children may be interested in learning more about a topic and sharing it as a follow-up to reading a story. Children can learn more about the specific disabilities and adaptive equipment described in the stories.

**Descriptive Writing and Speaking**

Descriptive writing and speaking are used to help readers form a picture of a person, place, thing, or event in their minds. They include many vivid details that engage the reader’s senses of sight, hearing, touch, smell, and taste. Descriptive writing and speaking can also express the child’s feelings about the person, place, thing, or event.

Children should be encouraged to use figurative language, such as similes (as fluffy as a cloud) and metaphors (the computer was a dinosaur). They should use precise language with specific adjectives, nouns, and action verbs. Good descriptive expression is also well organized. Children can learn how to organize their expression according to time, location, and order of importance.

**RAFT Writing**

RAFT is a writing strategy that helps students understand their role as writers, the audience they will address, the formats for writing, and the topic. Using this strategy, children can learn to write creatively, to think about a topic from a new perspective, and to write for different audiences. The RAFT writing strategy includes the following prompts:

- **Role of the Writer:** Who or what are you as the writer? A student? A sister?
- **Audience:** To whom are you writing? A friend? Your teacher?
- **Format:** In what format are you writing? A letter? A poem? A speech?
- **Topic and Strong Verb:** What are you writing about? Why? What’s the subject or the point? An event? An accomplishment?

Introduce this strategy using the RAFT prompts. Explain the purpose of each prompt and demonstrate how to use it to plan for sharing information about a topic. Keep it simple and concise. Have children work together or as a whole group to respond to each prompt on another topic. Give children a blank template or form to use.
**Tips for Differentiated Instruction**

Use dictation as a way to help children capture their thoughts and ideas.

Provide children with experiences that give them something to write about. Trips to the park, post office, and grocery store provide real-life experiences that can be recorded by a young writer.

Encourage children to work with a buddy or in a small group to develop first drafts of documents.

Provide a word bank of interesting and descriptive words for children to incorporate into their writing.

Modify the RAFT strategy so children learn the role, the audience, format, and topic separately. Have the children review the concept and assignment orally first. Be sure the children can explain to you what role, audience, format and topic mean.

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**For More Information**


Share an Opinion
Persuasive writing or speaking is a way to share an opinion about something or someone. Expressing opinions requires that students formulate reasons and justify their ideas. It encourages children to be careful in their word choice, use logical arguments, and include a clear summary. Children can be guided through a series of steps to develop their persuasive speaking and writing skills. With practice, children will begin to develop and understand how speaking and writing can influence other people’s ideas and actions.

Steps to Sharing Opinions
• Have children listen to or read examples of persuasive expression. You may include advertisements, speeches, or editorials. Help them identify words, phrases, and techniques used to persuade the listener.
• Provide practice using persuasive expression with something that is important to the children. What might children want to do? Watch a movie, participate in an activity, or read a book?
• Once the children choose what they want, have them list the reasons they should be allowed this privilege. Help them create at least three good reasons to support their argument.
• Ask older children to do some research to back up their reasons. Encourage them to think about their audience when they select the reasons.
• Tell them to summarize their positions.

Sharing opinions can be used effectively with children’s literature. Ask children to prepare a persuasive piece that encourages others to read a book they love. They can write a book review, prepare a poster or brochure, or give a brief presentation to others.

Children can be taught to use a framework for sharing an opinion that includes the following components:
• An introduction that states their position
• At least three pieces of evidence/reasons to support their position
• A conclusion that restates the position and summarizes their main points.
**Tips for Differentiated Instruction**

Have children work in pairs or with an adult to generate ideas and conduct the research.

Suggest different ways for children to share their opinions, such as in a letter, a speech, or a discussion.

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**For More Information**


INTENTIONALLY BLANK
Using Children’s Literature to Increase Disability Awareness

Books provide windows by which children can look outside of their own experience and live vicariously through others. Books may also be mirrors, allowing readers to look thoughtfully at themselves.

(Prater & Dyches, 2008, p. xiii)

When children read high quality works of literature about characters with disabilities, they can learn how to gain respect and acceptance for individual differences. This may help to facilitate the successful inclusion of students with disabilities into regular classrooms and in the community. Children’s literature provides an effective vehicle for interweaving disability awareness and character education into existing curriculum and instruction to address problems in everyday life. For the instruction to be effective, children should experience the following elements (Parker & Ackerman, 2007):

- **Identification.** The reader should be able to identify with the main characters and the events in the story.
- **Involvement.** The reader should be able to relate to the situation and feel emotional ties with the main characters.
- **Insight.** The reader should analyze the main characters and situation and explore possible new ways to replace inappropriate behaviors.
About the Books

This section provides information about 30 books that include characters with developmental disabilities (intellectual disabilities, autism spectrum disorder, orthopedic impairments, Tourette syndrome) and sensory impairments. Books are included that target children’s interests in four age groups (prekindergarten, ages three and four; kindergarten and grade one; grades two and three; and grades four and five). Books recommended for summer reading are included in Additional Resources, beginning on page 97. The following information is provided for each book:

**Book Title**, Versions in other languages, if available

**Author and Illustrator Publisher**: Name and address

**ISBN**: International Standard Book Number

**Copyright Date(s)**

**Themes**: Disabilities, Relationships, etc.

**Story Summary**: Brief synopsis of story or content

**Readability**: Lexile rating and grade levels (see explanation below)

**Award**: Recognition, such as Caldecott, Newbery

**Format**: Available formats (hardcover, paperback, eBook, audio) and number of pages

**Lesson Plan**: Lesson Plan name and gage numbers, if featured in a lesson plan in this guide.

Text Complexity, Grade Levels, and Lexile® Bands

The Lexile text measure is used to reflect text complexity based on two predictors of how difficult a text is to comprehend: word frequency and sentence length. The Lexile measure is shown as a number with an “L” after it — 880L is 880 Lexile. The chart below describes the typical Lexile text range for grade levels defined through studies related to the Common Core Standards for English Language Arts. However, there are other factors considered in targeting a book for a grade level, including content, age- appropriateness, reader interests, and suitability of the text (MetaMetrics, Inc., 2014a, 2014b). Due to these factors, books in this resource may be recommended for older students than reflected in the Lexile measure and grade correlation.
Lexile Text Ranges by Grade Level

<table>
<thead>
<tr>
<th>Lexile Text Range</th>
<th>Grade Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>190L–530L</td>
<td>1</td>
</tr>
<tr>
<td>420L–650L</td>
<td>2</td>
</tr>
<tr>
<td>520L–820L</td>
<td>3</td>
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<tr>
<td>740L–940L</td>
<td>4</td>
</tr>
<tr>
<td>830L–1010L</td>
<td>5</td>
</tr>
<tr>
<td>925L–1070L</td>
<td>6</td>
</tr>
<tr>
<td>970L–1120L</td>
<td>7</td>
</tr>
<tr>
<td>1010L–1185L</td>
<td>8</td>
</tr>
<tr>
<td>1050L–1260L</td>
<td>9</td>
</tr>
<tr>
<td>1080L–1335L</td>
<td>10</td>
</tr>
<tr>
<td>1185L–1385L</td>
<td>11 and 12</td>
</tr>
</tbody>
</table>

Book Selection
To ensure that the books represent high quality children’s literature with characterizations of disabilities, the books were reviewed using the following set of guidelines (Nasitir, 2002; Konrad, Helf, & Itoi, 2007; Prater & Dyches, 2008):

**Guide For Reviewing Children’s Literature That Includes Characters with Disabilities**

**Illustrations and Appearance**
- Uses quality artwork, layout, and design.
- Illustrates characters in a realistic manner.
- Shows characters with disabilities in active or leadership roles, included with persons without disabilities; eliminates stereotypes and avoids tokenism.
- Illustrates accuracy in technical detail of equipment.

**Theme: Main Idea and Author’s Intent**
- Knowledge of persons with disabilities
  - Provides accurate depiction of the disability that unfolds in the story.
  - Addresses abilities and disabilities.
  - Promotes positive images of persons with disabilities. Intent goes beyond teaching about disabilities.
- Attitude toward persons with disabilities
  - Promotes empathy, not pity.
  - Demonstrates acceptance and respect for persons with disabilities, not ridicule.
### Guide For Reviewing Children’s Literature That Includes Characters with Disabilities, Continued

<table>
<thead>
<tr>
<th>Characterization: Character Roles and Relationships</th>
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</thead>
<tbody>
<tr>
<td>Characters with disabilities are more like typical characters than they are different. Persons with disabilities play major or support roles; they have reciprocal relationships. Achievements are based on intelligence/effort (talents/strengths), not the disability.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Plot: Problem, Resolution, and Standard for Success</th>
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<tbody>
<tr>
<td>Characters with disabilities participate in solving the problem. Characters with disabilities positively affect/influence others in the story.</td>
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<tr>
<th>Setting</th>
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<tbody>
<tr>
<td>There is accurate portrayal of the time and location.</td>
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<table>
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<tr>
<th>Literary Style: Choice of Words, Sentence Structure, Figures of Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language stresses a person-first, disability-second philosophy. Loaded words are not used.</td>
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</table>

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<thead>
<tr>
<th>Author/Illustrator</th>
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</thead>
<tbody>
<tr>
<td>Author or illustrator’s background and perspective are credible.</td>
</tr>
</tbody>
</table>

### References


Books for Prekindergarten: Ages Three and Four

Danny and the Merry-Go-Round  
*Danny and the Merry-Go-Round*  
*Nan Holcomb, Author; Virginia Lucia, Illustrator*  
*Turtle Books, Jason and Nordic Publishers, PO Box 441, Hollidaysburg, PA 16648*  
*Copyright: 1987*  
*Themes: Cerebral palsy, Friendship, Self-concept*  
*Summary: Danny, who has cerebral palsy, visits the park with his mother and watches other children playing on a playground. He makes friends with a young girl after his mother explains cerebral palsy to her. The young girl gives Danny an unexpected adventure and helps him feel better about himself. Readability: 710L—Grade 3 (Adult Read Aloud) Format: Hardcover, Paperback; 32 pages*  

Friends at School  
*Friends at School*  
*English and Spanish versions*  
*Rochelle Bunnett, Author; Matt Brown, Illustrator*  
*Star Bright Books, 13 Landsdowne Street, Cambridge, MA 02139*  
*Copyright: 1995/2006*  
*Themes: Disabilities, Inclusion*  
*Summary: This photo essay shows prekindergarten children, including children with disabilities, working and playing at school. This book shows what inclusion can look like. Readability: 350L—Grade 1 (Adult Read Aloud) Format: Hardcover, Paperback; 32 pages Lesson Plan: Learning Together with Friends at School, Pages 57–59*
Prekindergarten: Ages Three and Four

*I'm Like You, You're Like Me: A Book about Understanding and Celebrating Each Other*
*Cindy Gainer, Author; Miki Sakamoto, Illustrator*
*Free Spirit Publishing, Inc., 2217 Fifth Avenue North, Suite 200, Minneapolis, MN 55401*
*Copyright: 1998/2011*
*Themes: Similarities and differences*
*Summary: Children interact with people who are different from them. They share, take turns, work, and play together; discover and develop traits and skills that make them unique; and explore the many ways they are like and unlike others.*
*Readability: 480L—Grades 1–2 (Adult Read Aloud)*
*Format: Paperback, eBook; 41 pages*

*It's OK to Be Different*
*English and Spanish versions*
*Todd Parr, Author; Matt Brown, Illustrator*
*Little, Brown Books for Young Readers, Hachette Book Group, 3 Center Plaza, Boston MA 02108*
*Copyright: 2001*
*ISBN: 978-0-316-04347-2*
*Themes: Similarities and differences, Self-acceptance*
*Summary: Differences are observed and encouraged. Each page displays a person or animal with characteristics or feelings that are unique. The text begins with, “It’s okay to . . .” and encourages children to think of and name differences. The book fosters acceptance of oneself and others.*
*Readability: 280L—Grade 1 (Adult Read Aloud)*
*Format: Hardcover, Paperback, eBook; 32 pages*
*Lesson Plan: It’s OK to Be Different, Pages 54–56*
Prekindergarten: Ages Three and Four

My Friend Has Down Syndrome

*English and Spanish versions*

Jennifer Moore-Mallinos, Author; Marta Fàbrega, Illustrator

*Barron’s Educational Series, Inc., 250 Wireless Boulevard, Hauppauge, NY 11788*

Copyright: 2008


Themes: Down syndrome, Friendship

**Summary:** This is a story of two girls who meet at summer camp and the friendship that develops between them. One girl has Down syndrome. Both girls learn that everyone is good at something. They also learn that by helping each other, they can overcome fears and difficulties and accomplish a great deal. A short section at the back of the book offers advice to parents.

**Readability:** 940L—Grades 4–6 (Adult Read Aloud)

**Format:** Paperback; 32 pages

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My Pal Victor; Mi Amigo, Victor

*Bilingual English—Spanish; English only versions*

Diane Gonzalez Bertrand, Author; Robert L. Sweatland, Illustrator

*Raven Tree Press, Delta Publishing Company, 1400 Miller Parkway, McHenry, IL 60050*

Copyright: 2004/2010


Themes: Disabilities, Friendship

**Summary:** Two Latino boys experience carefree companionship. One boy has a disability. Fun and friendship are more important than physical limitations.

**Readability:** 740L—Grades 3–4 (Adult Read Aloud)

**Format:** Hardcover, Paperback, eBook; 32 pages
Prekindergarten: Ages Three and Four

**Susan Laughs**

**Jeanne Willis, Author; Tony Ross, Illustrator**

**Henry Holt and Company, LLC, 175 Fifth Avenue, New York, NY 10010**

**Copyright: 1999/2000**

**ISBN: 978-0-8050-6501-5**

**Themes:** Orthopedic impairment (Physical disability), Acceptance

**Summary:** Told in rhyme, this story follows Susan through a series of familiar activities. She swims with her father, works hard in school, plays with her friends, and even rides a horse. Not until the end of the story is it revealed that Susan uses a wheelchair.

**Readability:** 860L—Grades 4–5 (Adult Read Aloud)

**Format:** Hardcover, Paperback; 32 pages

**Lesson Plan:** What Susan Can Do, Pages 51–53

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**We Can Do It**

**Laura Dwight, Author**

**Star Bright Books, Inc., 13 Landsdowne St., Cambridge, MA 02139**

**Copyright: 1992/1997**

**ISBN: 978-1-59572-003-7**

**Themes:** Orthopedic impairment (Physical disability), Spina bifida, Down syndrome, Cerebral palsy, Visual impairment, Self-acceptance

**Summary:** Colorful photos and simple text depict prekindergarten children with various disabilities at home, in school, and in the community. Additional information and websites about each of the disabilities is included in the back of the book.

**Readability:** 400L—Grades 1–2 (Adult Read Aloud)

**Format:** Paperback; 33 pages
Books for Kindergarten and Grade One

Andy and His Yellow Frisbee

Mary Thompson, Author and Illustrator
Woodbine House, 6510 Bells Mill Road, Bethesda, MD 20817
Copyright: 1996
Themes: Autism spectrum disorder, Siblings
Summary: Like many children with autism, Andy has a fascination with objects in motion. Sarah, a new girl at school, is curious about Andy. Rosie, his watchful and protective sister, tells Sarah about Andy and autism. Rosie knows that Andy has trouble finding words to express himself.
Readability: 660L—Grade 3 (Adult Read Aloud)
Format: Hardcover, Paperback; 24 pages
Lesson Plan: Getting to Know Andy and His Yellow Frisbee, Pages 70–79

Be Good to Eddie Lee

Virginia Filling, Author; Floyd Cooper, Illustrator
PaperStar Books, Putnam & Grosset Group, 345 Hudson Street, New York, NY 10014
Copyright: 1993/1997
Themes: Down syndrome, Friendship
Summary: Eddie Lee, a young boy with Down syndrome, follows the neighborhood children into the woods to find frogs’ eggs. They are resentful and try to make him stay home. When Eddie Lee leads Christy to a hidden place to show her frogs’ eggs and water lilies, she understands that everyone is special and has unique, individual gifts.
Readability: 380L—Grade 1 (Adult Read Aloud)
Format: Hardcover, Paperback; 32 pages
Lesson Plan: Be Good to Eddie Lee, Pages 80–90
Kindergarten and Grade One

**Ben, King of the River**  
*David Gifaldi, Author; Layne Johnson, Illustrator*  
*Albert Whitman & Company, 6340 Oakton Street, Morton Grove, IL 60053*  
**Copyright**: 2001  
**ISBN**: 0-807-50635-4  
**Themes**: Intellectual disabilities, Siblings  
**Summary**: Chad experiences a range of emotions when he goes camping with his parents and his five-year-old brother, Ben, who has developmental problems. Ben shows that he is not afraid and eagerly participates in everything the camping trip has to offer. The book includes tips for living with a sibling with a disability.  
**Readability**: 440L—Grades 1–2 (Adult Read Aloud)  
**Format**: Hardcover, Paperback; 30 pages

**Dad and Me in the Morning**  
*Patricia Lakin, Author; Robert G. Steele, Illustrator*  
*Albert Whitman & Company, 6340 Oakton Street, Morton Grove, IL 60053*  
**Copyright**: 1994  
**Themes**: Deaf, Hard of hearing, Parents  
**Summary**: Early one morning when it is still dark, a young boy who is deaf wakes to his special alarm clock. He puts on his hearing aids and clothes, then goes to wake his father. Together they brave the cold as they walk down the dirt road that leads to the beach. They are excited about their adventure to see the sunrise.  
**Readability**: 370L—Grade 1 (Adult Read Aloud)  
**Format**: Hardcover; 32 pages
Kindergarten and Grade One

**Fair and Square**
*Nan Holcomb, Author; Dot Yoder, Illustrator*
*Turtle Books, Jason and Nordic Publishers, PO Box 441, Hollidaysburg, PA 16648*
*Copyright: 1992/2003*
*Themes: Orthopedic impairment (Physical disabilities), Competition*
*Summary: Kevin has limited motor skills and uses a wheelchair. A therapist introduces him to a computer game he can play and shows him how to adapt other games. Tired of others letting him win at games, Kevin learns how to win fair and square when he competes against a computer.*
*Readability: 410L—Grade 1 (Adult Read Aloud)*
*Format: Hardcover, Paperback; 30 pages*

**Harry and Willy and Carrothead**
*Judith Caseley, Author and Illustrator*
*Greenwillow Books, HarperCollins Children’s Books, 10 East 53rd Street, New York, NY 10022*
*Copyright: 1991*
*Themes: Orthopedic impairment (Physical disability), Friendship*
*Summary: Three boys overcome prejudicial ideas about appearances and become friends. Harry was born without a left hand. When he got to school, the kids asked him what was wrong with his arm. Harry told them about his prosthesis. Harry’s prosthetic hand didn’t keep him from being a good baseball player or a good friend.*
*Readability: 570L—Grades 2–3 (Adult Read Aloud)*
*Format: Hardcover, Paperback; 20 pages*
*Lesson Plan: Making Friends with Harry and Willy and Carrothead, Pages 60–69*
Kindergarten and Grade One

*Rolling Along: The Story of Taylor and the Wheelchair*

*Jamee Riggio Heelan, Author; Nicola Simmonds, Illustrator*

*Peachtree Publishers, 1700 Chattahoochee Avenue, Atlanta, GA 30318*

*Copyright: 2000 by Rehabilitation Institute of Chicago*


**Themes:** Cerebral palsy, Orthopedic impairment (Physical disability), Siblings

**Summary:** Taylor and Tyler are twin brothers and best friends. The twins are different in one significant way: Taylor has cerebral palsy, while Tyler does not. Taylor explains how valuable his new wheelchair is because it helps him maneuver more easily and do the things he wants to do. He likes to go to school and play basketball with his brother Tyler.

**Readability:** 860L—Grades 4–5 (Adult Read Aloud)

**Format:** Hardcover; 30 pages

Books for Grades Two and Three

*Blue Bottle Mystery: An Asperger Adventure*

*Kathy Hoopmann, Author*

*Jessica Kingsley Publishers, 400 Market Street, Philadelphia, PA 19106*

*Copyright: 2001*


**Themes:** Asperger syndrome, Friendship, Acceptance

**Summary:** Ben and his friend, Andy, discover a mystery after finding a blue bottle. As they work out the mystery, Ben is diagnosed with Asperger syndrome. His diagnosis makes it easier for him, his father, and his teacher to understand why Ben sometimes has problems at home and at school.

**Readability:** 520L—Grades 1–3

**Format:** Paperback; 93 pages
Grades Two and Three

**Featherless/Desplumado**

*Bilingual: English and Spanish*

*Juan Felipe Herrera, Author; Ernesto Cuevas, Illustrator*

*Children’s Book Press, Lee & Low Books, 95 Madison Avenue, Suite 1205, New York, NY 10016*

*Copyright: 2004*


**Themes:** Disabilities; Spina bifida, Friendship

**Summary:** Tomasito is unable to walk because of his spina bifida. He feels alone at his new school. His father gives him a featherless parrot to keep him company. Tomasita learns a lesson from the parrot—that you don’t need feathers to fly. He also finds a way to play on the soccer team.

**Readability:** 540L—Grades 2–3

**Awards:** Best Books of 2004, Criticas Magazine; Independent Publisher “IPPY” Book Award

**Format:** Paperback; 32 pages

**Ian’s Walk: A Story about Autism**

*Laurie Lears, Author; Karen Ritz, Illustrator*

*Albert Whitman & Company, 6340 Oakton St., Morton Grove, IL 60053*

*Copyright: 1998*


**Themes:** Autism spectrum disorder, Siblings, Respect

**Summary:** Tara feels frustrated while taking a walk with her brother, Ian, who has autism. After she becomes separated from him, she learns to appreciate the way Ian experiences the world.

**Readability:** 620L—Grades 2–3

**Awards:** 2000 Dolly Gray Award for Children’s Literature in Developmental Disabilities

**Format:** Hardcover, Paperback; 32 pages
Grades Two and Three

*Keep Your Ear on the Ball*

*Genevieve Phillips, Author; Lea Lyon, Illustrator*

*Tilbury House Publishers, 103 Brunswick Avenue, Gardiner, ME 04345*

*Copyright: 2007*


*Themes:* Visual impairment, Self-acceptance

*Summary:* Davey is blind and capable of doing everything on his own. His well-meaning classmates stop offering help when they realize how able Davey is. After several missed kicks and running into a base keeper, no one wants Davey on his ball team. Working together, the children offer help and respect Davey's unique abilities. This book is based on a true story.

*Readability:* 650L—Grades 2–3

*Awards:* 2008 Moonbeam Children’s Book Award

*Format:* Hardcover, Paperback; 32 pages

*Lesson Plan:* Too Much Help: Keep Your Ear on the Ball, Pages 91–104

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*The Prairie School*

*Avi, Author; Bill Farnsworth, Illustrator*

*An I Can Read Book, Harper Collins Publishers, 10 East 53rd Street, New York, NY 10022*

*Copyright: 2001*

*ISBN: 978-0-06-051318-4*

*Themes:* Orthopedic impairment (Physical disabilities), Reading

*Summary:* In 1880, Noah works hard on his family farm. His Aunt Dora comes to teach him how to read, but he doesn’t think reading is important. Noah pushes his aunt in her wheelchair to explore the Colorado prairie. His aunt carries a book along and shows Noah how important reading is to learn about nature.

*Readability:* 410L—Grade 1

*Format:* Paperback; 48 pages
Grades Two and Three

**Sosu’s Call**  
*Meshack Asare, Author*  
*Publisher: Kane/Miller Book Publishers, PO Box 8515, LaJolla, CA 92038*  
*Copyright: 1997/2002*  
*Themes: Orthopedic impairment (Physical disability), Acceptance*  
*Summary: Sosu is a young boy with a physical disability who lives in a village by the sea. He feels left out of many village activities until he is called upon to show his strength. A great storm arises, and Sosu joins his dog in helping save his village.*  
*Readability: 760L—Grades 3–4*  
*Format: Hardcover; 40 pages*  
*Lesson Plan: Sosu’s Call, Pages 105–120*

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**Tic Talk: Living with Tourette Syndrome, A 9-Year-Old Boy’s Story in His Own Words**  
*Dylan Peters, Author; Zachary Wendland and Kris Taft Miller, Illustrators*  
*Little Five Star, Five Star Publications, PO Box 6698, Chandler, AZ 85246*  
*Copyright: 2007*  
*ISBN: 978-1-58985-162-7*  
*Themes: Tourette syndrome, Self-acceptance*  
*Summary: Dylan Peters, a third grader, tells his own story of what it is like to have Tourette syndrome. He was diagnosed when he was four years old. He has learned a great deal about tolerance and acceptance. The book includes tips for teachers from Brad Cohen, a teacher who has Tourette syndrome.*  
*Readability: 930L—Grades 4–6 (Adult Read Aloud)*  
*Format: Paperback, eBook; 48 pages*  
*Lesson Plan: What is Tourette Syndrome? Pages 121–133*
Books for Grades Four and Five

**Al Capone Does My Shirts**  
*Gennifer Choldenko, Author*  
**Puffin Books, Penguin Young Readers Group, 345 Hudson Street, New York, NY 10014**  
Copyright: 2004  
Themes: Autism spectrum disorder, Siblings  
Summary: A 12-year-old boy named Moose moves with his family to Alcatraz where his father works as a prison guard. He wants to do what is right, especially when it comes to watching out for his older sister, Natalie, who has autism. His mother wants Natalie to attend a special school. Moose finds a way for Natalie to get into a new school for older students.  
Readability: 600L—Grades 2–3  
Format: Hardcover, Paperback; eBook, Audible Audio, Audio CD; 215 pages

**Buster and the Amazing Daisy: Adventures with Asperger Syndrome**  
*Nancy Ogaz, Author; Patricia Shubeck, Illustrator*  
**Jessica Kingsley Publishers, 400 Market Street, Philadelphia, PA 19106**  
Copyright: 2002  
Themes: Asperger Syndrome, Bullying, Friendship  
Summary: Daisy has Asperger syndrome, a form of autism. She gains self-confidence, challenges bullying, and makes friends with the help of Buster, a classroom rabbit. She overcomes her own fears and obstacles to win a prize and help her friend Cody stay in her school. The book includes a discussion of the themes of the story and a list of additional resources.  
Readability: 540L—Grades 2–3  
Format: Paperback, eBook; 119 pages
Grades Four and Five

**The Hangashore**

*Geoff Butler, Author and Illustrator*

*Tundra Books, PO Box 1030, Plattsburgh, NY 12901*

*Copyright: 1998*

*ISBN: 978-0-887-76444-8*

**Themes:** Down syndrome, Intellectual disabilities, Respect, Acceptance

**Summary:** A new magistrate arrives from England in a small Newfoundland fishing seaport. The magistrate has a pompous and arrogant attitude, unlike John, a 16-year-old with Down syndrome, who values people by what they do, not by who they are. He calls the magistrate a “hangashore,” a pitiful person. John saves the magistrate from a fishing accident and gains his respect and acceptance.

**Readability:** 1020L—Grades 6–8 (Adult Read Aloud)

**Format:** Hardcover; 32 pages

**Lesson Plan:** The Hangashore, Pages 171–200

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**Jackson Whole Wyoming**

*Joan Clark, Author*

*Autism Asperger Publishing Company, P.O. Box 23173,*

*Shawnee Mission, KS 66283*

*Copyright: 2005*

*ISBN: 978-1-931282-72-2*

**Themes:** Asperger syndrome, Self-acceptance, Friendship

**Summary:** Fifth-grader Tyler is asked to give a going-away present to Jackson, a student who has Asperger syndrome. Tyler likes Jackson but is worried about being associated with a boy whom others think is strange. Tyler becomes more accepting of Jackson when he learns about Asperger syndrome.

**Readability:** 600L—Grades 2–3

**Format:** Paperback; 142 pages

**Lesson Plan:** Jackson Whole Wyoming, Pages 134–170
## Grades Four and Five

**Lisa and the Lacemaker**  
*Kathy Hoopman, Author*  
*Jessica Kingsley Publishers, 400 Market Street, Philadelphia, PA 19106*  
**Copyright: 2002**  
**ISBN: 978-1-84310-071-3**  
**Themes:** Asperger syndrome, Self-acceptance  
**Summary:** Lisa is a young girl with Asperger syndrome. She meets her Great Aunt Hannah who teaches her about lacemaking. Lisa explores the remnants of a cabin with her friends Ben and Andy and discovers that this was where Aunt Hannah was a servant many years ago. Aunt Hannah helps Lisa better understand herself.  
**Readability:** 540L—Grades 3–3  
**Format:** Paperback; 128 pages

**Out of My Mind**  
*Sharon M. Draper, Author*  
*Atheneum Books for Young Children, Simon and Schuster Publishing Division, 1250 Avenue of the Americas, New York, NY 10020*  
**Copyright: 2010**  
**Themes:** Cerebral palsy, Self-acceptance  
**Summary:** Melody, a clever fifth grader who has cerebral palsy, cannot speak or control her movements. Everyone thinks she can’t learn. When new technology enables her to talk, her family and friends can see what she is able to do. Melody faces trials with the support of a loving family and her own sense of self.  
**Readability:** 700L—Grade 3  
**Award:** Sunshine State Young Readers Award, 2011-2012  
**Format:** Hardcover, Paperback, eBook, Audio CD, Audible Audio; 304 pages
Grades Four and Five

**Rules**

*Cynthia Lord, Author*

*Scholastic, Inc. 555 Broadway, New York, NY 10012*

*Copyright: 2006*


*Themes:* Autism spectrum disorder, Siblings, Friendships, Acceptance

*Summary:* Twelve-year-old Catherine has a brother who has autism. She tries to teach David rules to deal with his embarrassing behaviors. When Catherine meets Jason, a surprising friend, and Kristi, the friend she's always wanted, Catherine's own behaviors and reactions cause her to see herself differently.

*Readability:* 780L—Grades 3–4

*Awards:* 2007 Newbery Honor Book, American Library Association Notable Children's Book, National Council of Teachers of English Notable Children's Book in the Language Arts

*Format:* Hardcover, Paperback, Audio CD, Audible Audio; 200 pages

*Lesson Plan:* Rules, Pages 201–233

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**Wintering Well**

*Lea Wait, Author*

*Margaret K. McElderry Books (hardcover), Aladdin Paperbacks, Simon and Schuster Publishing Division, 1230 Avenue of the Americas, New York, NY 10020*

*Copyright: 2004/2006*


*Themes:* Orthopedic impairment (Physical disability), Acceptance

*Summary:* In 1820 twelve-year-old Will Ames and his sister Cassie go to stay with their older sister in Maine, after an accident ruins Will's plans for a career in farming. Will finds that he has to help others understand what he is able to do. His sister learns about her new opportunities.

*Readability:* 780L—Grade 4

*Format:* Hardcover, Paperback, eBook; 186 pages
The earlier we start on disability awareness, the better. For teachers who don’t have background knowledge, providing materials is not enough. We need to provide a structure and sample lessons to guide them.

(Stan Weser, Florida Inclusion Network)

The lesson plans included in this Guide provide examples of the many different ways teachers and families can use children’s literature to promote disability awareness. The lesson plans feature twelve of the books described in the previous section, with three lessons for each age range.
What’s in the Lesson Plans?
The lesson plans use a modified General Lesson Plan Template from CPALMS, the educational standards and resource website, sponsored by the Florida Department of Education ([http://cpalms.org](http://cpalms.org)). This website includes the Next Generation Sunshine State Standards and the Florida Standards linked to Course Descriptions and Instructional Resources. The Kindergarten through Grade 5 lesson plans in this guide are available in the Resources database on CPALMS. Each lesson includes the following components:

**Short Summary:** This describes the theme of the lesson and major learning outcomes.

**Standards:** The standards listed for each lesson come from the *Florida Early Learning and Developmental Standards for Three-Year-Olds* and the *Florida Early Learning and Developmental Standards for Four-Year-Olds*, or the *Language Arts Florida Standards, Kindergarten through Grade Five*. Learning objectives for language arts and disability awareness are included in each lesson.

**Materials:** The book that is the focus of the lesson is listed along with the author’s name. More information about each book is provided in the previous section of this Guide.

**Assessments:** Lesson plans for ages 3 and 4 provide formative and summative assessments with questions and observations that target the disability awareness objectives. Lesson plans for kindergarten through grade 5 include formative, educative, and summative assessments targeting the language arts and disability awareness objectives.

**Guiding Questions, Prior Knowledge and Vocabulary:** The guiding questions and prior knowledge sections target disability-awareness and language arts concepts and skills. Vocabulary words are listed with the page reference for each story.

**Teaching Phase; Guided Practice; Independent Practice; Closure; Extensions:** These are the primary activities of the lesson. Language arts and literacy activities described in this Guide are used in the lessons. Worksheets for children are included at the end of some lessons. Extension activities relate to the disability-awareness concept or the content of the story.

**Accommodations:** Suggestions for ways to accommodate the needs of children with disabilities are provided.
Lesson Plans for Selected Books

The lesson plans use a modified General Lesson Plan Template from CPALMS, the educational standards and resource website, sponsored by the Florida Department of Education (http://cpalms.org). This website includes the Next Generation Sunshine State Standards and the Florida Standards linked to Course Descriptions and Instructional Resources. The Kindergarten through Grade 5 lesson plans in this guide are available in the Resources database on CPALMS. Each lesson includes the following components:

<table>
<thead>
<tr>
<th>What Susan CAN Do</th>
<th>Prekindergarten, Ages Three and Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short Summary</strong></td>
<td>This lesson teaches children to think about what a person can do, rather than possible limitations. Susan Laughs describes many things Susan can do and how she feels. At the end, the story reveals that Susan uses a wheelchair. Children learn that people with disabilities can do the same things as others.</td>
</tr>
<tr>
<td><strong>Estimated Time</strong></td>
<td>Two lessons 30 minutes</td>
</tr>
<tr>
<td><strong>Florida Early Learning and Developmental Standards</strong></td>
<td></td>
</tr>
<tr>
<td>Language and Communication</td>
<td></td>
</tr>
<tr>
<td>Three-Year-Olds</td>
<td></td>
</tr>
<tr>
<td>B.2 Shows increased vocabulary and uses language for many purposes.</td>
<td></td>
</tr>
<tr>
<td>C.4. Demonstrates comprehension and responds to stories. Four-Year-Olds</td>
<td></td>
</tr>
<tr>
<td>C.1. Shows an understanding of words and their meanings.</td>
<td></td>
</tr>
<tr>
<td>C.2. Shows increased vocabulary to describe many objects, actions, and events.</td>
<td></td>
</tr>
<tr>
<td>F.4. Demonstrates comprehension of text read aloud.</td>
<td></td>
</tr>
<tr>
<td><strong>Disability Awareness Objective</strong></td>
<td>Students will be able to show understanding that children with disabilities can do many things.</td>
</tr>
<tr>
<td>Optional: Flashcards with action and feeling words and illustrations (Select words from the vocabulary list.)</td>
<td></td>
</tr>
<tr>
<td><strong>Formative Assessment</strong></td>
<td>What words do children use to name actions and feelings? Which actions and feelings do they have difficulty naming?</td>
</tr>
</tbody>
</table>
| **Summative Assessment** | What words do the children use to name actions and feelings? What do the children say about Susan’s being in a wheelchair?
Lesson Plan: What Susan CAN Do, Continued

Guiding Questions
What can Susan do?
How does Susan feel?

Vocabulary
Actions: Laugh, sing, fly, swing, dance, ride, swim, hide, splash, spin, wave, grin, trot, row, paint, throw, hear, hug
Feelings: Good, bad, happy, sad, shy, angry, proud, right, wrong, weak, strong, fear

1. Teaching Phase
Introduce the lesson by modeling the following actions and feelings and asking children to guess what you are doing:
   - Laughing, crying, walking, running, waving and hiding
Hold up the book, Susan Laughs, and read the title. Ask children to tell what they think this book is about.
Use shared reading to read the book aloud, inviting children’s comments and questions about each page. At the end of the story, ask children if they were surprised to learn that Susan uses a wheelchair.

2. Guided Practice
Action Words: Have children look at the illustrations on flashcards or in the book and tell what Susan is doing. How do you know? Have children demonstrate some of the actions. Point out that these are things they can do, too.
Feelings: Have children look at the illustrations on flashcards or in the book and tell what Susan is feeling. How do you know? These are feelings that all children have.

3. Independent Practice
On the following day, read the book to the children again. Ask them to recall what Susan can do. Locate illustrations in the book to confirm their responses.
Have them recall what Susan feels. Locate illustrations to confirm their responses.

4. Closure
Review the things that Susan can do and the way she feels. Point out that these are things that all children can do and feel. It doesn’t matter that Susan is in a wheelchair. She can do the same things and has the same feelings as other children.
Lesson Plan: What Susan CAN Do, Continued

4. Closure, Continued
As appropriate, continue to point out and reinforce instances where children show they understand how children are the same and different.

5. Extensions
Have students create a personalized story, modeled after Susan Laughs. Fold a sheet of paper in half to create a book with four pages. Ask children to name four things they can do or way they feel, using the format in the story: [Child’s name] ____________.
Write the statements on each page and have the children draw pictures to show what they can do or way they feel.
Call attention to the rhyming words in the story—for example, Susan’s good, Susan’s bad, Susan’s happy, Susan’s sad (pp. 5–6). Have children predict the rhyming words.

Accommodations
Use alternative strategies when communicating with children who are non-verbal or are English language learners, or who have language delays.
Use drawings such as Picture Communication Symbols (PCS) instead of words to communicate actions and feelings on the flashcards.
Have children use pictures from coloring books or magazines for their personalized stories if they have difficulty drawing their own.

You will find more information on the instructional practices of shared reading and telling stories in the Language Arts & Literacy Activities section in this guide.
## It’s OK to Be Different

### Prekindergarten, Ages Three and Four

<table>
<thead>
<tr>
<th>Short Summary</th>
<th>In this lesson, children learn that even though children appear to be different, they are the same in many ways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Time</td>
<td>20 Minutes</td>
</tr>
</tbody>
</table>

### Florida Early Learning and Developmental Standards

**Social Studies**

- **Three-Year-Olds**
  - C.1. Begins to recognize and appreciate similarities and differences in people.
- **Four-Year-Olds**
  - C.a.1. Begins to recognize and appreciate similarities and differences in people.

**Social and Emotional Development**

- **Three-Year-Olds**
  - A.2. Interacts with and develops positive relationships with peers.
- **Four-Year-Olds**
  - B.b.1. Interacts with and develops positive relationship with peers.

**Language and Communication**

- **Three-Year-Olds**
  - C.4. Demonstrates comprehension and responds to stories.
- **Four-Year-Olds**
  - F.4. Demonstrates comprehension of text read aloud.

### Disability Awareness Objective

Students will be able to identify how children are the same and different.

### Materials

*It's OK to Be Different*, by Todd Parr (2001) Little, Brown Books for Young Readers

### Formative Assessment

Show two objects and ask: What is different? How are they the same?

### Summative Assessment

How are children different from each other? How are children the same?
## Lesson Plan: *It’s OK to Be Different*, Continued

### Guiding Questions
How are we different from each other?  
How are we the same as each other?

### Vocabulary
- different (title)  
- small, medium, large, extra large (pp. 8–9) embarrassed (p. 15)  
- adopted (p. 21)  
- invisible (p. 22)

### 1. Teaching Phase
Ask children to give examples of things that are “same” and “different.” Have children wearing the same color shirt stand up. Ask what is the same and different about the shirts these students are wearing. Use additional examples, if desired.  
Show the book and read the title aloud. Have children tell what the book will be about?

### 2. Guided Practice
Use shared reading to read the book aloud, inviting children’s comments and questions about each page. Explain vocabulary and illustrations on each page.

### 3. Independent Practice
Invite children to share information by telling or pointing to something they like to do that is different from other children.  
Ask children to tell or point to something they like to do that is the same as other children. As appropriate, continue to point out and reinforce instances when children show they understand how people are the same and different.

### 4. Closure
When finished, ask the children, How are we the same? *We are all in this class/family. We are all children. We like to play.*  
How are we different? *We like to do different things. We wear different clothes.*  
What does the title of this book mean?  
*It’s okay to be different. We don’t have to be the same.*
### Lesson Plan: It's OK to Be Different, Continued

#### 5. Extensions
Show children a white egg and a brown egg (hardboiled). Let the children touch the eggs and feel the weight and texture. Have students tell what is the same and what is different about the two eggs. Have the children predict what the eggs look like on the inside. Peel the eggs into two separate bowls, and cut them in half. Ask the children to tell what they see. Explain that the eggs are the same inside even though they look different on the outside. Explain that people are the same on the inside, even if they look different on the outside.

#### Accommodations
Use alternative strategies when communicating with children who are non-verbal or are English language learners, or who have language delays.

You will find more information on concepts of same and different in the Disability Awareness section and instructional activities for shared reading and sharing information in the Language Arts & Literacy Activities section of this guide.
# Learning Together with Friends at School  
## Prekindergarten, Ages Three and Four

### Short Summary
This lesson teaches that children can do many things in an inclusive school with children with disabilities. They can work together and have fun.

### Estimated Time
Two lessons  
40 minutes

### Florida Early Learning and Developmental Standards

**Social Studies**  
**Three-Year-Olds**  
C.1. Begins to recognize and appreciate similarities and differences in people.

**Four-year-olds**  
C.a.1. Begins to recognize and appreciate similarities and differences in people.

**Social and Emotional Development**  
**Three-Year-Olds**  
A.2. Interacts with and develops positive relationships with peers.

**Four-Year-Olds**  
A.4. Shows care and concern for others.

**Language and Communication**  
**Three-Year-Olds**  
C.4. Demonstrates comprehension and responds to stories.

**Four-Year-Olds**  
F.4. Demonstrates comprehension of text read aloud.

### Disability Awareness Objective
Students will be able to show awareness that children with disabilities can do many things at school.

### Materials
Lesson Plan: *Learning Together with Friends at School*, Continued

**Formative Assessment**
What do you like to do in school? How can we work together and help each other in school?

**Summative Assessment**
How do children work and learn together in our school?

**Guiding Questions**
What do children like to do at school?
How can children work together and learn?

**Vocabulary**
tortoises (p. 9)
terrarium (p. 9)
grocery store (p. 12)
fast or slow, forward, backward, high and low (p. 20)

1. **Teaching Phase**
Have the children sit in a circle. Tell them to think about the things they like to do in school.
Invite children to tell about their favorite activities.
Show the book, *Friends at School*, and read the title. Ask children what they think the book will be about. Use shared reading to read the book aloud, inviting children’s comments and questions about each page. Explain vocabulary and illustrations on each page, as needed.

2. **Guided Practice**
On the next day, review vocabulary and the children in the photographs in the book.
Have children describe how the children with disabilities in the photographs are learning in the class and how they are working together with other children.

3. **Independent Practice**
Ask children to share information by telling about similarities and differences in the activities they saw in the book and what they do in their classroom.
Ask them to describe how children can work and learn together.
Lesson Plan: Learning Together with Friends at School, Continued

4. Closure
At the end of the lesson, tell the children how they can learn from each other when they work together. Point out that not everybody has to do things the same way. As appropriate, continue to point out and reinforce instances of children working and learning together in your classroom and school.

5. Extensions
Use a digital camera to take photographs of children engaged in learning activities in your school. Be sure to include each of the children in one or more pictures. Create a bulletin board display of the photographs. Have children tell about the photographs and write down their descriptions. Put the children’s descriptions next to the pictures. Invite children to add to the descriptions or to create their own pictures about learning in the classroom.

Accommodations
Use alternative strategies when communicating with children who are non-verbal or are English language learners, or who have language delays.

You will find more information on instructional activities for shared reading and sharing information in the Language Arts & Literacy Activities section of this guide.
Making Friends with Harry and Willy and Carrothead

Short Summary
Through a story about three boys who become friends, children learn the importance of understanding that people who are different have strengths. This lesson focuses on friendship, self-confidence, and dealing with conflicts and teasing. This lesson also addresses the following literacy skills, ask and answer questions about details and unknown words in text and write an opinion.

Estimated Time
Two to three lessons 60-90 Minutes

Language Arts Florida Standards
LAFS.K.RL.1.1: With prompting and support, ask and answer questions about key details in a text.
LAFS.K.RL.2.4: With prompting and support, ask and answer questions about unknown words in a text.
LAFS.K.W.1.1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is...).

Learning Objectives
With prompting and support, students will be able to ask and answer questions about key details and unknown words in a text.
With prompting and support, students will be able to ask and answer questions about unknown words in a text.
Students will be able to draw, dictate, and/or write an opinion statement in response to a text-based question.

Disability Awareness Objective
Students will be able to identify positive qualities in children, including those who are different.

Materials
Harry and Willy and Carrothead, by Judith Caseley (1991) Greenwillow Books Chart paper or white board and drawing or writing paper for children Introducing Vocabulary worksheet with Answer Key
## Lesson Plan: *Making Friends with Harry and Willy and Carrothead*, Continued

### Materials, Continued
- Locating Information in a Story worksheet with Answer Key
- Kindergarten Opinion Writing Rubric

### Formative Assessments Teaching Phase

#### Teaching Phase

**Introducing the Story.** Before beginning the lesson, observe how students feel and act about friendship, students who are different, and teasing. Observe the ways students interact with each other in the classroom and in more informal settings, such as in the cafeteria or on the playground. Students could be asked to draw, dictate, or write, or simply discuss their ideas about the guiding questions: *What is a friend? Why do children become friends? What can children learn from children who are different?*

**Focus on Vocabulary.** Have students point to illustrations in the story to show the meaning of the targeted word(s) included in the three-column chart. Ask students to tell what the words mean using their own words. Observe strengths and weaknesses of responses of individual students. Reteach as necessary.

#### Guided Practice

**Asking and Answering Questions.** After students have listened to the story during the second reading, ask questions to prompt students to orally identify main ideas and key details in the story: How did the students treat Harry at first? What could Harry do well? Why did Harry stand up for Oscar? Note strengths and weaknesses of responses of individual students. Reteach as necessary.

**Locating Information in the Story.** Observe the way students recall the details of the story and identify in which part of the story they are described. Note how the students identify and describe characteristics and actions that are the same or different for the three boys. Determine how clearly the students explain why it is important to be friends with students who are different.

### Educatable Assessment

As students listen to the story, provide prompting and support to make sure they understand how the characters felt about looking different. Help students identify the strengths of each character and why they were friends.

### Summative Assessment

**Independent Practice.** Have students draw, dictate, or write a response to the following question: *Why do you think Harry, Willy, and Oscar became friends? How do you know?* In their response, students should name the topic, explain their opinion and include some reasons with descriptions or illustrations of the things the boys
Lesson Plan: Making Friends with Harry and Willy and Carrothead, Continued

**Independent Practice, Continued**
did that showed they were friends. Use the Kindergarten Opinion Writing Rubric described in the Independent Practice section to evaluate how well students have mastered the learning objective.

**Guiding Questions**
What is a friend? Why do children become friends?
What can children learn from children who are different?
Why is it important to ask and answer questions about what we read?
What do we do when we don’t know the meaning of a word?
What are ways we can share our opinions about something that happened in a story?

**Prior Knowledge**
Students need to know question words—who, what, when, where, how, and why.
Students need to know how to look back in a story to find the answers to questions.
Students need to know strategies for determining the meaning of unknown words, such as looking at the illustrations, thinking about the context (sentence clues, word parts), and asking someone.
Students need to know how to express their opinion about a topic.

**1. Teaching Phase**
**Introducing the Story.** Introduce the story about three boys, Harry and Willy and Carrothead. Show the cover and ask:
- *Who do you think is Harry?* Harry is the boy on the right with brown hair.
- *Who do you think is Willy?* Willy is on the left and has black hair.
- *Who do you think is called Carrothead? Do you think that is his real name?* Carrothead is the boy in the middle with red hair, and his real name is Oscar.
- *Why do you think Oscar is called Carrothead? Do you think he likes that nickname?* He is probably called Carrothead because of his red hair. He might like it or he might not. We’ll find out in the story.

Explain: *In the picture on the front cover, you can see that one of the boys, Harry, has an artificial arm. He was born without a left hand. Sometimes children are born this way.*
Lesson Plan: Making Friends with Harry and Willy and Carrothead, Continued

Introducing the Story, Continued
Tell students that this story is really about friendship. Use a technique like Think-Pair-Share in which you ask the children to first think individually about the question, then pair with another child to share their ideas.

- Why do children become friends?
- How do children show that they are friends?
- What can we learn from children who are different?

After each question, invite several students to share their ideas with the whole class. Students may wish to share personal experiences with someone who looks different or ask a question about being friends.

Focus on Vocabulary.
Say: When we read this story, we may find words we don’t understand.
Ask: What do we do when we don’t know the meaning of a word?
Discuss different strategies that students have learned, such as look at the pictures, look for clues in the sentence, look at word parts, or ask someone.
Display a 3-column chart such as the Introducing Vocabulary worksheet that is included at the end of this lesson plan with an answer key. This chart includes the words (in the first column) that students will be listening for during the reading. Display the chart using chart paper, or a projector.
As you read the story, stop on the page where the word is found and mark the page with a sticky note, explaining that we will come back to each word at the end.
After reading the story, go back to each word/sticky note and guide students into determining the meaning of each word. In the second and third columns of the graphic organizer, write in a student-friendly definition and draw a picture to help students remember the meaning of the word. The picture referenced in the text is described in the answer key. You can draw a simple picture to represent the meaning of the word.

2. Guided Practice
Asking and Answering Questions. Use a second reading to focus on asking and answering questions about the story.
Ask: Why is it important to ask and answer questions about what we read? Discuss.
Reread the story, stopping to address the questions listed below. You may want to pre-write the questions on sticky notes and place them in the book on the page that each question is addressed. Invite students to ask questions if they don’t understand what has happened in the story.
Lesson Plan: *Making Friends with Harry and Willy and Carrothead*, Continued

**Asking and Answering Questions, Continued**

- What was different about Harry when he was born? How did his parents and the neighbors feel? (pp. 1–3)
- What could Harry do well when he was little? (pp. 4–5)
- When Harry went to school, how did the other children treat him? (pp. 6–8)
- Why did some children call Oscar “Carrothead?” How did he feel? (p. 9)
- Why do you think Harry and Oscar became friends? (pp. 10–11)
- How did Harry surprise Oscar when he threw him a baseball? (pp. 12–13)
- What happened when Willy called Oscar “Carrothead?” (pp. 14–16)
- How did Harry and Willy and Carrothead become friends? (pp. 17–20)

**Locating Information in a Story.** For the third reading, create a chart or use the Locating Information in a Story worksheet that is included at the end of this lesson plan with an answer key. Display the chart on a whiteboard or poster to help children compare what is the same and different for the three main characters.

_Say:_ *This story tells how three boys became friends. These boys did not look the same and sometimes they were teased because of the way they looked._

Model how to look back in the text to find words to describe the character. You will not need to completely reread the text; only address the sections that provide the examples needed to complete the task below. The italicized words and phrases in the answer key are provided as examples with the page references from the text.

The chart that is presented to the class should only include the headings and the names of the three characters. An example of the chart with the answer key is included at the end of this lesson plan.

_Ask:_

*What was the same about the way the boys looked? Where does it tell that in the story?*

*What was different? Where does it tell that in the story?*

*What was the same about what the boys like to do? Where does it tell that in the story?*

*What was different? Where does it tell that in the story?*

As a final review, show students how to fold a piece of paper in thirds. Tell them to fill in the blank to complete each sentence and draw a picture that shows what each character was good at. You may prepare a template in advance with the page divided into thirds and fill-in-the-blank sentences at the bottom of each section.
Lesson Plan: Making Friends with Harry and Willy and Carrothead, Continued

Locating Information in a Story, Continued

| Harry was good at ______. | Willy was good at ______. | Oscar was good at ______. |

3. Independent Practice
Tell students they are going to share their opinions about what happened in the story. Ask: What are ways we can share our opinions about something that happened in a story? Discuss.

Review the parts of an opinion piece.
- State the topic
- Tell your opinion or idea to answer to the question (clearly)
- Explain why or give reasons for your opinion (include details) (first grade skill)

Model how to write an opinion statement in response to a question related to the story.

Why do you think Harry went to the playground? How do you know?

- State the topic
- Why Harry went to the playground
- Explain your opinion
- Because he wanted to play ball with the other kids
- Add details
- Harry had his own ball, glove, and bat.
- The other kids were already playing ball.

Have students tell, write, or draw a picture to answer these questions:

Why do you think the three boys become friends? How do you know?

Use the Kindergarten Opinion Writing Rubric included at the end of this lesson plan to evaluate student mastery of the learning objective for writing.

4. Closure
Ask students to tell how each statement relates to the story of Harry and Willy and Carrothead or their own lives.

- Don’t be afraid of someone because they look different.
- Look for things they can do well.
- Be a good friend.

As appropriate, continue to point out and reinforce instances of students acting in friendly ways to their classmates and other children in the school.
Lesson Plan: Making Friends with Harry and Willy and Carrotthead, Continued

5. Extensions
Tell students about Jim Abbott, a well-known major league baseball player who didn't have a right hand. Gather pictures and information from: http://www.jimabbott.net

Accommodations
Use alternative strategies when communicating with children who are non-verbal, English language learners, or have language delays, such as rephrase the questions, provide prompts, or have the student locate illustrations to respond to questions.
Provide a writing frame for the summative assessment for the student who has difficulty planning written expression.
Allow the student to dictate ideas while someone writes them if the student has difficulty with handwriting or producing written language.
Allow the student to select pictures from the story to complete the Guided Practice sentences if the student has difficulty drawing.

You can find more information on the concepts of same and different reflected in this story in the Disability Awareness section in this guide.

The entire lesson plan is available for downloading at CPALMS.org. http://www.cpalms.org/Public/PreviewResourceUpload/Preview/75038
Introducing Vocabulary
*Harry and Willy and Carrothead*

## Blank Chart

<table>
<thead>
<tr>
<th>Words</th>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>bundled</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cooed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>never bothered walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>prosthesis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>regular kid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>doubled his fist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Answer Key

<table>
<thead>
<tr>
<th>Words</th>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>bundled (p. 1)</td>
<td><em>Wrapped in a blanket</em></td>
<td>See page 1. The baby is bundled in a blanket.</td>
</tr>
<tr>
<td>cooed (p. 2)</td>
<td><em>Happy noises that babies make</em></td>
<td>See page 2. The mother is holding the baby who appears to be making noises.</td>
</tr>
<tr>
<td>never bothered walking (p. 4)</td>
<td><em>The baby learned to run instead of walk.</em></td>
<td>See page 4. Harry is running and pulling a toy.</td>
</tr>
<tr>
<td>prosthesis (p. 6)</td>
<td><em>Artificial device to replace a missing part of the body.</em></td>
<td>See page 7. Harry is on the playground. The prosthesis is on his left arm.</td>
</tr>
<tr>
<td>regular kid (p. 9)</td>
<td><em>The child is just like everyone else.</em></td>
<td>See page 9. Oscar comments that Harry is just like any kid.</td>
</tr>
<tr>
<td>doubled his fist (p. 16)</td>
<td><em>Raised up both arms with curled up hands</em></td>
<td>See page 16. Harry is shown with his fists raised.</td>
</tr>
</tbody>
</table>
### Locating Information in a Story

*Harry and Willy and Carrothead*

#### Blank Chart

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Harry</th>
<th>Willy</th>
<th>Oscar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Same</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Different</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Answer Key

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Harry</th>
<th>Willy</th>
<th>Oscar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Same</strong></td>
<td><em>Wants to be a friend (pp. 8, 9)</em>&lt;br&gt;Asks Oscar to throw him the ball (p. 11)&lt;br&gt;Stands up for Oscar when Willy teases him (p. 16)&lt;br&gt;Plays baseball with Willy (p. 18)</td>
<td><em>Wants to be a friend (pp. 8, 9)</em>&lt;br&gt;Shares his parrot with Oscar (p. 17)&lt;br&gt;Plays baseball with Harry (p. 18)</td>
<td><em>Wants to be a friend (pp. 8, 9)</em>&lt;br&gt;Sits with Harry in the classroom (p. 10)&lt;br&gt;Stays inside when Harry is caught throwing an airplane (p. 11)&lt;br&gt;Throws a baseball to Harry, but gently at first (p. 13)</td>
</tr>
<tr>
<td><strong>Different</strong></td>
<td>Brown hair (cover and illustrations)&lt;br&gt;No left hand (pp. 1, 4, 5) and wears a prosthesis (pp. 6–7)&lt;br&gt;Likes to fingerpaint (p. 5)</td>
<td>Dark/Black hair (cover and illustrations)</td>
<td>Red hair (cover and illustrations)&lt;br&gt;Likes to write (p. 19)</td>
</tr>
</tbody>
</table>
# Kindergarten Opinion Writing Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opinion</strong></td>
<td>Does not present an opinion</td>
<td>Opinion about the topic is unclear or addresses only part of the topic. Response lacks purpose.</td>
<td>Presents a clear opinion about a topic. Responds purposefully through drawing, dictation, and/or writing.</td>
</tr>
<tr>
<td><strong>Support and Details</strong></td>
<td>Does not include support for the opinion</td>
<td>Includes little support for the opinion using no details from the text</td>
<td>Includes adequate support for the opinion using at least one detail from the text</td>
</tr>
<tr>
<td><strong>If Drawing or Dictating: Grade-Appropriate Grammar or Illustrations</strong></td>
<td>The oral response is incomplete, incoherent, or completely off-topic. There is no connection between the illustration and oral response.</td>
<td>The oral response has grammatical errors (incomplete sentences or inappropriate use of parts of speech). The illustration has a loose connection to the response.</td>
<td>The oral response is grammatically correct (complete, coherent sentence). The illustration supports the response.</td>
</tr>
<tr>
<td><strong>If Writing: Grade-Appropriate Conventions and Grammar</strong></td>
<td>Contains many errors in conventions and grammar, impeding the ability to understand the written work</td>
<td>Contains several errors in grade-appropriate conventions and grammar</td>
<td>Contains few errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences)</td>
</tr>
</tbody>
</table>
**Getting to Know Andy and His Yellow Frisbee**  
*Grade One*

**Short Summary**
This lesson introduces students to a young boy, Andy, who has autism. Students learn about common characteristics of autism and how to act when they want to make friends with a child who has a disability. The literacy standards included in this lesson are: asking and answering questions about text, retelling stories, demonstrating understanding of the lesson in the story, describing story elements using text and illustrations, and writing an informative piece.

**Estimated Time**  
Three lessons  
90 minutes

**Language Arts Florida Standards**
LAFS.1.RL.1.1: Ask and answer questions about key details in a text.
LAFS.1.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LAFS.1.RL.1.3: Describe characters, settings, and major events in a story, using key details.
LAFS.1.RL.3.7: Use illustrations and details in a story to describe its characters, setting, or events.
LAFS.1.W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**Learning Objectives**
Students will be able to ask and answer questions about key details in a text.
Students will be able to retell the major events in a story, and demonstrate understanding of its central message or lesson learned.
Students will be able to describe story elements using the text and illustrations.
Students will be able to write an informative piece in response to a text-based question.

**Disability Awareness Objectives**
Students will be able to demonstrate understanding of what it means to have a disability.
Students will be able to demonstrate positive ways of interacting with a child with a disability.
Lesson Plan: *Getting to Know Andy and His Yellow Frisbee*, Continued

**Materials**
*Andy and His Yellow Frisbee*, by Mary Thompson (1996) Woodbine House
Focus on Vocabulary worksheet with Answer Key
Retelling the Story worksheet with Answer Key
Grade One Informative Writing Rubric

**Formative Assessments**

**Teaching Phase**

*Introducing the Story.* Before beginning the lesson, observe how the students interact with other students who have a disability. Observe the ways students interact with each other in the classroom and in more informal settings, such as in the cafeteria or on the playground. Ask students to talk about what it means to have a disability. How should you act when you meet someone who has a disability?

*Focus on Vocabulary.* Have students point to the illustrations in the story to show the meaning of the targeted word(s). Ask students to tell what the words mean using their own words. Observe strengths and weaknesses of the responses of individual students. Reteach as necessary.

*Asking and Answering Questions.* While students are listening to the story during the second reading, stop and ask suggested questions. Note the clarity and accuracy of responses of individual students. Reteach as necessary.

**Guided Practice**

*Story Elements.* After students have listened to the story during the third reading in the Guided Practice, ask questions to prompt students to orally identify the major elements in the story (characters, setting, main events). Note strengths and weaknesses of responses of individual students. Reteach as necessary.

*Retelling the Story.* Ask students to tell, draw, or write about things that happened at the beginning, middle, and end of the story. Evaluate the students’ descriptions based on how accurately and completely they retell the main events of each part of the story.

**Educative Assessment**

When asking questions while reading the story to the students, note the reasonableness of their responses. If students have difficulty thinking of an answer, use prompts, such as illustrations and verbal cues. On the second day of the lesson, encourage students to study the illustrations and describe the elements of the story. Encourage students to elaborate their thoughts to describe what is happening in detail. For the closure activity, have the students describe what the teacher is doing and feeling as she models how they should behave when interacting with a child with a disability.
Lesson Plan: Getting to Know Andy and His Yellow Frisbee, Continued

Summative Assessment
Independent Practice

Sharing What We Learned. Have students draw, dictate, or write an informative piece that describes what they learned from the story. Use the Grade One Informative Writing Rubric included at the end of this lesson plan to evaluate how well students have mastered the writing learning objective.

Guiding Questions
What does it mean when someone says that a child has autism?
How can you get to know a child with a disability?
Why is it important to ask and answer questions about what we read?
How does describing the elements in the story help me better understand the story?
How can we retell a story?

Prior Knowledge
Students need to know how to ask and answer questions about text.
Students need to identify the elements in a story: characters, setting, and major events.
Students need to understand that a story has a beginning, middle, and end and that identifying the events in each can help them retell the story.
Students need to know how to write an informative piece with grade-appropriate organization, grammar, and conventions.

1. Teaching Phase
Introducing the Story. Andy and His Yellow Frisbee is a story about a young boy who has a disability called autism. Explain that students who have autism think and act in ways that are sometimes different from other students. Many students with autism have difficulty being friends, talking to other people, and using their senses. The last page of the book has additional information about autism.

Focus on Vocabulary.
Say: When we read this story, we may find words we didn’t understand.
Ask: What do we do when we don’t know the meaning of a word?
Discuss different strategies that students have learned, such as look at the pictures, look for clues in the sentence, look at word parts, or ask someone.
**Lesson Plan: Getting to Know Andy and His Yellow Frisbee, Continued**

**Focus on Vocabulary, Continued**
Display a 3-column graphic organizer like the Focus on Vocabulary worksheet included at the end of this lesson plan with an answer key. This chart includes the words in the first column that students will be listening for during the reading.

Display the worksheet using chart paper or a projector. As you read the story, stop on the page where the word is found and mark the page with a sticky note, explaining that we will come back to each word at the end of the story.

After reading the story, go back to each word/sticky note and guide students into determining the meaning of each word. In the second and third columns of the graphic organizer, write in a student-friendly definition and draw a picture to help students remember. The picture referenced in the text is described in the answer key. You can draw a simple picture to represent the meaning of the word.

**Asking and Answering Questions**
Ask: Why is it important to ask and answer questions about what we read? Discuss.
Read the story a second time and ask the following questions before you read each page. Have students predict the answer. After you read the pages, see if students’ predictions were correct. A good tip is to pre-write the questions on sticky notes and place them in the book on the page that each question is addressed. Invite students to ask questions if they don’t understand what has happened in the story.
- Why was Andy a puzzle to Sarah? (pp. 1–2)
- Why did Rosie have to keep an eye out for Andy? What did Andy do when he was in his own world? (pp. 4–7)
- What did Sarah do to try to make friends with Andy? Did it work? (pp. 9–12)
- How did Rosie know that Andy was doing better? (pp. 13–14)

**2. Guided Practice**
**Story Elements.** On the next day, use a third reading to have students focus on the elements of the story.
Ask: How does describing the elements in the story help me better understand the story? Discuss. Review the story elements of characters, setting, and major events. Display a 4-column graphic organizer with columns for Pages in Text, Characters, Setting, and Major Events like the one on the next page. Reread the story, stopping to address the story elements at the recommended points of the story. Guide students to use the illustrations and text to describe the important details.
Lesson Plan: *Getting to Know Andy and His Yellow Frisbee*, Continued

**Story Elements, Continued**

**Independent Practice**
- Sarah watching Andy (pp. 1-2)
- Rosie looking while playing soccer (p. 4)
- Andy watching and screaming (pp. 5–7)
- Sarah with her pink Frisbee (pp. 9–10)
- Sarah and Andy, side-by-side (p. 12)
- Sarah remembering (pp. 13–14)
- Rosie thinking about Andy (p. 16)
- Sarah reaching out to Rosie (pp. 17–18)

<table>
<thead>
<tr>
<th>Pages in Text</th>
<th>Characters</th>
<th>Setting</th>
<th>Major Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 1-2</td>
<td>Sarah and Andy</td>
<td>At the playground</td>
<td>On the playground, Sarah watches Andy as he spins his yellow Frisbee.</td>
</tr>
</tbody>
</table>

**Retelling a Story.** Ask: *How can we retell a story?* Discuss.
Display a graphic organizer for retelling a story, such as the one found at [http://www.fcrr.org/studentactivities/C_010a.pdf](http://www.fcrr.org/studentactivities/C_010a.pdf) or the Retelling a Story chart like the found at the end of this lesson plan with an answer key. For the third reading, reread the story, addressing what is occurring in the beginning, middle, and end of the story.
Have students draw, write, or dictate to complete the graphic organizer at the end of the rereading. Explain that identifying the beginning, middle, and end of the story helps us retell the important parts of the story. This can also help us understand the lesson that the author wanted us to learn from the story. Discuss what each character may have learned from the story.

**3. Independent Practice**

**Sharing What We Learned.**
Ask: *What are ways we can share what we have learned from a story?* Discuss.
Model how to write an informative piece on the following guiding question:
*In the story, Andy has autism. How were his actions different than the other children’s actions in the story?*
Lesson Plan: Getting to Know Andy and His Yellow Frisbee, Continued

Sharing What We Learned, Continued.

Begin by thinking aloud about some of the things we learned about Andy in the story. Using a writing frame, add each part of an informative piece using the details you reviewed from the story.

Introduce topic: Andy is a child who has autism.

Add details from text: He likes to spin his yellow Frisbee. He also likes to spin coins or dinner plates or even a tire swing. Andy likes to be by himself. He sometimes gets mad. When Sarah sat near him, he kept on playing with his Frisbee. He didn’t talk to her.

Provide closure: Andy’s actions were different than the other children in the story.

Provide a prompt, such as: Sarah and Rosie learned important lessons in this story. What did you learn from the story? Write to tell what you learned from the story.

Use the Grade One Informative Writing Rubric included at the end of this lesson plan to evaluate student mastery of the writing learning objective.

4. Closure

Ask: What would you do if you were in the same place as Sarah when you saw Andy on the playground?

Model the way students should act. Describe what you are doing and explain why. Then have the students play the roles of Sarah and Andy in the story. Talk about how Sarah and Rosie showed that they respected and cared about Andy.

Ask: How can you get to know someone who has a disability? Make a list.

• Ask the child to play with you; but don’t get mad if they ignore you.
• Play next to them, if it is OK.
• Speak in a regular way.

As appropriate, continue to point out and reinforce instances of students respecting and caring for each other.

5. Extensions

For more information about autism in easy-to-understand language, see the last page of the book and the Kid’s Health website. http://kidshealth.org/kid/health_problems/brain/autism.html
Lesson Plan: Getting to Know Andy and His Yellow Frisbee, Continued

Accommodations
Use alternative strategies when communicating with students who are non-verbal, English language learners, or who have language delays, such as locate illustrations in the story to respond to questions.
Provide a writing frame for the summative assessment for the student who has difficulty planning written expression.
Allow the student to dictate ideas while someone writes them if the student has difficulty with handwriting.
Allow the student to select pictures from the story to complete the Guided Practice sentences if the student has difficulty drawing.
Provide verbal prompting and feedback to guide the student’s actions when conducting roleplay.

You can find more information on positive attitudes, productive relationship, and disability etiquette in the Disability Awareness section of this guide.

This entire lesson plan can be downloaded from CPALMS.org.
http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74918
Focus on Vocabulary

*Andy and The Yellow Frisbee*

**Blank Chart**

<table>
<thead>
<tr>
<th>Words</th>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frisbee</td>
<td>A toy shaped like a disk that you can spin and throw</td>
<td>Andy is playing with a yellow Frisbee on the cover.</td>
</tr>
<tr>
<td>spun, spin, spinning</td>
<td>To turn around fast; moving around in a circle</td>
<td>Andy is making the Frisbee spin on its side (p. 1).</td>
</tr>
<tr>
<td>keep an eye out</td>
<td>Watch over, keep track of</td>
<td>Andy’s sister Rosie is watching Andy while she plays with friends (p. 4).</td>
</tr>
<tr>
<td>autism</td>
<td>A condition that causes students to have difficulty communicating with others and understanding what is going on</td>
<td>Andy is looking at the spinning coins and not at Rosie (p. 5).</td>
</tr>
<tr>
<td>comfort</td>
<td>Something that makes you feel better</td>
<td>Having her teddy bear in her backpack made Rosie feel better.</td>
</tr>
<tr>
<td>his own world</td>
<td>Keeps to him or herself</td>
<td>Andy is watching his Frisbee instead of talking to Sarah (p. 15).</td>
</tr>
</tbody>
</table>

**Answer Key**

<table>
<thead>
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<th>Picture</th>
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</thead>
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<tr>
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</table>
Retelling the Story
*Andy and The Yellow Frisbee*

**Blank Chart**

<table>
<thead>
<tr>
<th>What happened first?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened next?</td>
</tr>
<tr>
<td>What happened last?</td>
</tr>
</tbody>
</table>

**Answer Key**

**What happened first?**
*Andy plays by himself with his Frisbee while his sister Rosie watches him, even while she plays soccer with her friends.*
*Rosie thought about the things Andy did: spin things, stay by himself, didn’t like to talk to others; sometimes get upset*

**What happened next?**
*Sarah wanted to be nice to Andy, so she brought a Frisbee in her backpack. She brought out her pink Frisbee and sat with him, but he didn’t talk to her.*

**What happened last?**
*Rosie noticed that Sarah was playing near Andy and she was worried that he might have some trouble. But instead, Andy kept spinning his yellow Frisbee and Sarah and Rosie played catch with the pink Frisbee.*
# Grade One Informative Writing Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Sentence</strong></td>
<td>Does not include a topic sentence or name the topic</td>
<td>Includes an opening sentence but does not adequately name the topic</td>
<td>Includes a topic sentence that names the topic</td>
<td>Includes a topic sentence that names the topic and “hooks” the reader</td>
</tr>
<tr>
<td><strong>Support and Details</strong></td>
<td>Does not include support for the topic</td>
<td>Includes little support for the topic using few or no details from the text</td>
<td>Includes adequate support for topic using details from the text</td>
<td>Includes ample support for topic using details from the text</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Does not include a concluding sentence</td>
<td>May not include a concluding sentence (the last sentence does not provide closure)</td>
<td>Includes a concluding sentence about the topic</td>
<td>Includes a concluding sentence that restates the topic</td>
</tr>
<tr>
<td><strong>Grade-Appropriate Conventions and Grammar</strong></td>
<td>Contains many errors in conventions and grammar, impeding the ability to understand the written work</td>
<td>Contains several errors in grade-appropriate conventions and grammar</td>
<td>Contains few errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences with varied sentence structures)</td>
<td>Contains no errors in grade-appropriate Conventions (capitalization, punctuation, and spelling) and grammar (complete Sentences with varied sentence structures)</td>
</tr>
</tbody>
</table>
## Short Summary
This lesson helps children understand why they shouldn’t use hurtful words when talking about a child with a disability. *Be Good to Eddie Lee* shows how children can learn important things from children with disabilities. It also addresses the following literacy skills: asking and answering questions, retelling a story, determining the lesson learned in a story, identifying story elements using text and illustrations, and writing an opinion piece.

### Estimated Time
Three lessons 90 minutes

### Language Arts Florida Standards
- LAFS.1.RL.1.1: Ask and answer questions about key details in a text.
- LAFS.1.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- LAFS.1.RL.1.3: Describe characters, settings, and major events in a story, using key details.
- LAFS.1.RL.3.7: Use illustrations and details in a story to describe its characters, setting, or event.
- LAFS.1.W.1.1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

### Learning Objectives
Students will be able to ask and answer questions about key details in a text. Students will be able to retell the major events in a story and demonstrate understanding of its central message or lesson learned.

Students will be able to describe story elements using the text and illustrations. Students will be able to write an opinion statement in response to a text-based question.

### Disability Awareness Objectives
Students will be able to demonstrate positive ways of interacting and communicating with a child who has a disability.

### Materials
*Be Good to Eddie Lee*, by Virginia Fleming (1993/1997) PaperStar Books Focus on Vocabulary worksheet with Answer Key
Lesson Plan: *Be Good to Eddie Lee, Continued*

**Materials, Continued**
Retelling the Story worksheet with Answer Key  
Grade One Opinion Writing Rubric

**Formative Assessments**

**Teaching Phase**

**Introducing the Lesson.** Before beginning the lesson, observe how the students talk with interact with students who have a disability. Observe the ways students interact with each other in the classroom and in more informal settings, such as in the cafeteria or on the playground. Ask students to discuss what it means to have a disability. How should you act when you meet someone who has a disability?

**Asking and Answering Questions.** While students are listening to the story during the first reading in the Teaching Phase, stop and ask suggested questions. Note the clarity and accuracy of responses of individual students.

**Focus on Vocabulary.** Have students point to the illustrations in the story to show the meaning of the targeted word(s). Ask students to tell what the words mean using their own words. Observe responses of individual students. Reteach as necessary.

**Guided Practice**

**Describing Story Elements.** After the second reading of the story, ask questions to prompt students to orally identify the major elements in the story (characters, setting, major events). Allow students to refer to the relevant illustrations in the story as they describe the elements. Note strengths and weaknesses of responses of individual students.

**Retelling the Story.** Ask students to tell about what happened at the beginning, middle, and end of the story. Evaluate the students’ descriptions based on how accurately and thoroughly they retell the main events of each part of the story. Help students relate what they already know about specific disabilities to the events of their revised story.

**Educative Assessment**

When asking questions about the story, note the reasonableness of the students’ answers. If students have difficulty thinking of an answer, use prompts, such as illustrations and verbal cues. Encourage children to elaborate their thoughts to describe in more detail for each illustration.
### Lesson Plan: Be Good to Eddie Lee, Continued

<table>
<thead>
<tr>
<th>Summative Assessment</th>
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<tbody>
<tr>
<td>Independent Practice. Have the students write an opinion statement about what they think the characters learned in the story, using the following prompt: Christy and Eddie Lee learned important lessons in this story. Choose one of these characters (Christy or Eddie Lee) and write about the lesson you think that character learned in the story. Tell WHY you think Christy or Eddie Lee learned that lesson. Use the Grade One Opinion Writing Rubric, included at the end of the lesson plan to evaluate if students have mastered the learning objective for writing. Note any changes you observe in student’s language and actions when interacting with a student with a disability in the classroom or school. Ask students to tell you what they will do when working or playing with a child with a disability to determine if students have mastered the disability awareness objective.</td>
</tr>
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<table>
<thead>
<tr>
<th>Guiding Questions</th>
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</thead>
<tbody>
<tr>
<td>Why do some children use hurtful words, like dummy, when they talk about children who have a disability?</td>
</tr>
<tr>
<td>What can we learn from children who have a disability?</td>
</tr>
<tr>
<td>Why is it important to ask and answer questions about what we read?</td>
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<tr>
<td>How does describing the elements in the story help me to better understand the story? How can we retell a story?</td>
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<table>
<thead>
<tr>
<th>Prior Knowledge</th>
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</thead>
<tbody>
<tr>
<td>Students need to know how to ask and answer questions about text.</td>
</tr>
<tr>
<td>Students need to be able to identify the elements in a story: characters, setting, and major events.</td>
</tr>
<tr>
<td>Students need to understand that a story has a beginning, middle, and end and that identifying the events in each can help them retell the story.</td>
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<tr>
<td>Students need to know how to write an opinion piece with grade-appropriate organization, grammar, and conventions.</td>
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<table>
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<tr>
<th>1. Teaching Phase</th>
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</table>
| Introducing the Lesson. Display the cover of the book, Be Good to Eddie Lee, and say that Eddie Lee has a disability called Down syndrome. Explain that most people who are born with Down syndrome have certain physical features, such as a flatter face and upward slanting eyes. Children with Down syndrome usually have trouble learning and are slower to learn how to take care of themselves. Share an experience (real or imagined) in which you
Lesson Plan: *Be Good to Eddie Lee, Continued*

**Introducing the Lesson, Continued.**
observed children teasing a child with a Down syndrome and using words like dumb, retard, or stupid. Ask students to think about how those words made the child with a disability feel. For more information, “Down Syndrome,” Kids Health https://secure02.kidshealth.org/kid/health_problems/birth_defect/down_syndrome.htmlF IR

**Asking and Answering Questions.** Ask: *Why is it important to ask and answer questions about what we read?* Discuss.
Read the story, stopping to address the questions listed below. A good tip is to pre-write the questions on sticky notes and place them in the book on the page that each question is addressed. Invite students to ask questions if they don’t understand what has happened in the story.

- Why did Christy think Eddie Lee was a mistake? Why did her mama tell her to be good to Eddie Lee? (p. 2)
- Why did JimBud call Eddie Lee a dummy? (p. 4)
- Why did Eddie Lee follow Christy and JimBud to the lake? What were they looking for? (pp. 9–12)
- What did Christy and JimBub find in the lake and the pond? What happened to Eddie Lee? (pp. 14–18)
- What three things did Eddie Lee teach Christy? (pp. 19–29)

**Focus on Vocabulary**
Ask: *What do we do when we don’t know the meaning of a word?*
Discuss different strategies that students have learned, such as look at the pictures, look for clues in the sentence, look at word parts, etc.
Display a 3-column graphic organizer with the targeted words in the first column using chart paper or a projector. A copy of Focus on Vocabulary worksheet is included at the end of this lesson with an answer key. Refer back to the textual context where each word is found and guide students into determining the meaning of each word. In the second column of the graphic organizer, write in a student-friendly definition. In the third column, draw a simple picture to represent the meaning of the word. The picture referenced in the text is described in the answer key.

Note: This story includes additional words that may not be familiar to all students, but are not targeted in this activity. Use the illustrations and background knowledge.
Lesson Plan: *Be Good to Eddie Lee, Continued*

Focus on Vocabulary, Continued
to assist students with words like pyracantha bush, waddled, belted kingfisher, crayfish, downy quilt, quiver in his voice, crooned, beaver-gnawed birches, gravelly stream, swamp sparrow, and myriad.

2. Guided Practice
Describing Story Elements. Ask: *How does describing the elements in the story help me better understand the story?* Discuss.
Display a 4-column graphic organizer with columns for Pages in Text, Characters, Setting, and Major Events as depicted below. Review the meaning of the elements: Characters: What are the characters thinking and feeling? Setting: Where does this take place? Events: What is going on?

<table>
<thead>
<tr>
<th>Pages in Text</th>
<th>Characters</th>
<th>Setting</th>
<th>Major Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pages 1-2</td>
<td>Christy and Eddie Lee</td>
<td>At home</td>
<td>Christy wonders if Eddie Lee was a mistake because he is different.</td>
</tr>
</tbody>
</table>

For the third reading of the story, stop to address the story elements at the recommended points of the story as indicated in the list below. Have children use a Think-Pair-Share strategy to answer questions to identify the elements of the story.
Ask students to find a partner (or assign partners). First students should think about the question on their own, then share their ideas with their partner. Each partner should have a turn to share. You can invite students to share with the whole class and write their responses on the graphic organizer.
- Christy thinks about Eddie Lee. (pp. 1–2)
- Christy and JimBud plan to find frogs eggs. (pp. 3–4)
- JimBud uses hurtful words and tells Eddie Lee to go home. (pp. 5–8)
- JimBud and Christy are at the lake and Eddie Lee joins them. (pp. 9–12)
- Eddie Lee finds a salamander and water lilies. (pp. 13–16)
- Eddie Lee shows Christy a new place to find frog eggs. (pp. 17–22)
- Eddie Lee tells Christy why she shouldn’t take the frog eggs. (pp. 23–24)
- Eddie Lee and Christy look at their reflection in the water, and he tells her, “The way you look is not important, it’s what’s in your heart.” (pp. 25–29)
Lesson Plan: *Be Good to Eddie Lee*, Continued

**Retelling the Story.**
*Ask: How can we retell a story? Discuss.*
Display a graphic organizer for retelling a story, such as the one found at [http://www.fcrr.org/studentactivities/C_010a.pdf](http://www.fcrr.org/studentactivities/C_010a.pdf) or use the Retelling the Story blank chart with three rows included at the end of this lesson plan with an answer key.
For the final reading, reread the story, addressing what occurs in the beginning, middle, and end of the story and completing the graphic organizer as you read or at the end of the rereading. Explain to students that identifying the beginning, middle, and end of the story helps us retell the important parts of the story. This can also help us understand the lesson that the author wanted us to learn from the story.

**3. Independent Practice**
*Ask: What are ways we can share our opinions about something that happened in a story? Discuss.*
- State the topic
- Tell your opinion or idea about the topic (clearly)
- Explain why or give reasons for your opinion (includes details)
- Provide closure

Model how to write an opinion statement in response to a different question related to the story. *Why do you think JimBub didn’t want Eddie Lee to go to the lake to find frogs eggs?*

**State the topic**
Why JimBub didn’t want Eddie Lee to go to the lake

**Tell your opinion or idea clearly.**
Because he only wanted Christy to go

**Explain why or give details**
JimBub thought Eddie Lee might get in trouble or maybe fall in the lake. JimBub called Eddie Lee a dummy. He probably didn’t like him.

**Provide closure**
That is why I think JimBub didn’t want Eddie Lee to go to the lake.

Ask student to share their opinion about Christy or Eddie Lee using the following prompt. *Christy and Eddie Lee learned important lessons in this story. Choose one of these characters (Christy or Eddie Lee) and write about the lesson you think that character learned in the story. Tell WHY you think Christy or Eddie Lee learned that lesson.*
Use the Grade One Opinion Writing Rubric included at the end of this lesson plan to evaluate student mastery of the learning objective for writing.
Lesson Plan: Be Good to Eddie Lee, Continued

4. Closure
Ask each child to contribute to a class chart about talking to or talking about children with disabilities:
• Words we should use
• Words we should NOT use
Ask each child to share about one thing Christy and Eddie Lee learned about children with disabilities (from their written response).
Summarize the key points from this lesson using these questions:
• Why do some children use hurtful words, like dummy, when they talk about children who have a disability?
• What can we learn from children who have a disability?
As appropriate, continue to point out and reinforce instances of children using appropriate language when referring to a child with a disability.

5. Extensions
Ask students if they have ever heard inappropriate language used to describe a child with a disability. How would that child feel? Discuss what they should do when they see someone teasing or treating another child in a hurtful way.

Adapted from: Class Discussion: Disability: People-First Language, The IRIS Center

Accommodations
Use alternative strategies when communicating with students who are non-verbal, English language learners, or who have language delays, such as locate illustrations to respond to questions.
Assign specific students to serve as buddies to support their partner in the Think-Pair-Share process.
Provide a writing frame for the summative assessment for students who have difficulty planning written expression.
Allow the student to dictate ideas while someone writes them for students who have difficulty with handwriting or producing written language.
Provide students with a copy of the graphic organizers to complete during the guided practice activities.
Lesson Plan: Be Good to Eddie Lee, Continued

You can find more information on the concept of disability etiquette in the Disability Awareness section and information about think-pair-share, story elements, and share an opinion in the Language Arts & Literacy Activities section in this guide.

This entire lesson plan can be downloaded from CPALMS.org.
http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74909
# Focus on Vocabulary

*Be Good to Eddie Lee*

## Blank Chart

<table>
<thead>
<tr>
<th>Words</th>
<th>Definition</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>bothered</td>
<td>Annoyed or disturbed, feel unhappy</td>
<td>Christy is sitting on the porch thinking about Eddie Lee (p. 2). Maybe she looks unhappy.</td>
</tr>
<tr>
<td>frogs eggs</td>
<td>Eggs that will hatch and become frogs</td>
<td>Christy and Eddie Lee are looking at the frog eggs in the lake (pp. 23–24).</td>
</tr>
<tr>
<td>salamander</td>
<td>A small animal that looks like a lizard</td>
<td>Eddie Lee is holding a salamander (pp. 13–14).</td>
</tr>
<tr>
<td>water lilies</td>
<td>A plant that grows in water with round leaves and white or pink flowers</td>
<td>There are water lilies in the lake (pp. 15–16).</td>
</tr>
<tr>
<td>tadpoles</td>
<td>Baby frogs</td>
<td>Christy and Eddie Lee are looking at the frog eggs and tadpoles in the lake (pp. 23–24).</td>
</tr>
<tr>
<td>distorted</td>
<td>Twisted or wrinkled</td>
<td>Christy and Eddie Lee see their twisted faces in the lake (pp. 25-26).</td>
</tr>
<tr>
<td>reflections</td>
<td>Like a picture that is seen in a mirror</td>
<td>Christy and Eddie Lee see their reflection in the lake (pp. 25-26).</td>
</tr>
</tbody>
</table>
Retelling the Story  
Be Good to Eddie Lee

Blank Chart

<table>
<thead>
<tr>
<th>What happened first?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What happened next?</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What happened last?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Answer Key

<table>
<thead>
<tr>
<th>What happened first?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christy and JimBub go to the pond to find the frog eggs. Christy’s brother, Eddie Lee, wants to go, but JimBub tells her not to talk to that dummy. Then JimBub told Eddie Lee to “get” and hurt Eddie Lee’s feelings. Christy told JimBub he shouldn’t do that. Christy and JimBub go to the lake.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What happened next?</th>
</tr>
</thead>
<tbody>
<tr>
<td>JimBub and Christy look for the frog legs, but can’t find any. They hear a thumping noise, and it’s Eddie Lee. JimBub tells Eddie Lee to leave them alone, but Eddie Lee scoops up a salamander and gives it to Christy. When Eddie Lee wades out to get some water lilies for Christy, JimBub calls him a dummy again.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What happened last?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eddie Lee leads Christy by the hand to a miniature lake where he shows her the frog eggs with the tadpoles inside. Christy wants to take some home, but Eddie Lee says no, they will die. When they see their distorted reflections in the pond, Eddie says that Christy looks funny because her face is wrinkled. Eddie Lee tells her that he likes her anyway.</td>
</tr>
</tbody>
</table>
## Grade One Opinion Writing Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic Sentence and Opinion</strong></td>
<td>Does not include a topic sentence or state an opinion</td>
<td>Includes an opening sentence but does not state opinion</td>
<td>Includes a topic sentence that states opinion</td>
<td>Includes a topic sentence that states opinion and “hooks” the reader</td>
</tr>
<tr>
<td><strong>Support and Reasons</strong></td>
<td>Does not include support for the opinion</td>
<td>Includes a reason, but it does not support the opinion or make sense</td>
<td>Includes a reason that adequately supports the opinion</td>
<td>Includes a reason or reasons that provide ample support for the opinion</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Does not include a concluding sentence</td>
<td>May not include a clear concluding sentence</td>
<td>Includes a concluding sentence</td>
<td>Includes a concluding sentence that restates the opinion</td>
</tr>
<tr>
<td><strong>Grade-Appropriate Conventions and Grammar</strong></td>
<td>Contains many errors in conventions and grammar, impeding the ability to understand the written work</td>
<td>Contains several errors in grade-appropriate conventions and grammar</td>
<td>Contains few errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete simple and compound sentences)</td>
<td>Contains no errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete simple and compound sentences)</td>
</tr>
</tbody>
</table>
### Too Much Help, Keep Your Ear on the Ball  
**Grade Two**

#### Short Summary
This lesson helps students learn how to offer and accept help from others. The story is about Davey, a new student who is blind and very independent. The students learn how to offer help, and Davey learns how to accept it. This lesson addresses the following literacy skills: answering questions about text, identifying how characters respond to events, and writing a narrative.

#### Estimated Time
Three lessons  
90-120 minutes

#### Language Arts Florida Standards
- **LAFS.2.RL.1.1**: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **LAFS.2.RL.1.3**: Describe how characters in a story respond to major events and challenges.
- **LAFS.2.W.1.3**: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

#### Learning Objectives
Students will be able to ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a story.

Students will be able to describe how characters in a story respond to major events and challenges.

Students will be able to write narratives in which they recount a well-elaborated event; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

#### Disability Awareness Objectives
Students will be able to explain the importance of respecting what a child with a disability can do.

Students will be able to demonstrate ways to offer help to a child with a disability.

#### Materials
- Focus on Vocabulary worksheet with Answer Key
- Character’s Response worksheet with Answer Key
Lesson Plan: Too Much Help, Keep Your Ear on the Ball, Continued

Materials, Continued
Elements of a Story (story map) with Answer Key
Grade Two Narrative Writing Rubric

Formative Assessments
Teaching Phase

Introducing the Story. Observe how well students understand the condition of blindness. Note students’ responses to the guiding questions, What special skills or tools do children who are blind use? Why is it important for any child to be as independent as possible and accept help when it’s needed? Observe how students offer and accept help from other children during activities in the classroom, school, and on the playground.

Focusing on Vocabulary. Have students point to the illustrations in the story to show the meaning of the targeted word(s), where appropriate. Ask students to tell what the words mean using their own words. Observe responses of individual students. Reteach as necessary.

Asking and Answering Questions. While students are listening to the story during the first reading, stop and ask suggested questions. Note the clarity and accuracy of responses of individual students. Reteach as necessary.

Guided Practice

Character’s Response. Have students analyze Davey’s responses to his classmates when they tried to help him. Note the strengths and weakness of individual student responses and how well students understood the nature the interactions between Davey and his new classmates.

Describing Story Elements. After the second reading of the story, ask questions to prompt students to orally identify the major elements in the story (characters, setting, and main events). Allow students to refer to the relevant illustrations in the story as they describe the elements. Note strengths and weaknesses of responses of individual students.

Educative Assessment
When asking questions while reading the story to the students, note the reasonableness of their answers. If children have difficulty thinking of an answer, use prompts, such as illustrations and verbal cues. On the second day for guided practice, help students relate the events, setting, or characters to their answers to the key questions. Encourage children to elaborate their thoughts and describe in more detail.
Lesson Plan: *Too Much Help, Keep Your Ear on the Ball, Continued*

**Summative Assessment**

**Independent Practice.** Have students revise the story by changing something about the main character, the events, and the way difficulties are resolved. Use the Grade Two Narrative Writing Rubric included at the end of this lesson plan to evaluate if students have mastered the learning objectives.

Observe how children offer and accept help from other children, with particular attention to interactions with a child with a disability. Ask why it is important for a child with a disability to be as independent as possible to evaluate if students have mastered the disability awareness objectives.

**Guiding Questions**

What tools and skills do children who are blind use?
Why is it important for children to be independent and accept help when needed? Why is it important to ask and answer questions about what we read?
How does describing how characters respond to events in the story help me better understand the story?
What are the elements in a story?

**Prior Knowledge**

Students need to know how to ask and answer questions about text.
Students need to know how to identify and describe the elements in a story: characters, setting, and major events.
Students need to know how to write a narrative piece with grade-appropriate organization, grammar, and conventions.

**1. Teaching Phase**

**Introducing the Story.** Display the cover of the book, *Keep Your Ear on the Ball*, and discuss the illustration and title.

Ask: *Why do you think the word “ear” is in red? What do we usually say? (Keep your eye on the ball.)*

Explain that the main character, Davey, is a new student in the class. Davey is blind, and all the students in the class want to help him. Ask students to explain what it means to be blind. Use the guiding questions to further the discussion.

- *What special skills or tools do children who are blind use?*
- *Why is it important for children to be independent and accept help when needed?*
Lesson Plan: Too Much Help, Keep Your Ear on the Ball, Continued

**Asking and Answering Questions.**
Ask: Why is it important to ask and answer questions about what we read? Discuss.
Read the story, stopping to address the questions provided below. A good tip is to prewrite the questions on sticky notes and place them in the book on the page that each question is addressed. Invite students to ask questions about events in the story.

- What did the children in Mrs. Madison’s class think about Davey when he first came into their class? (pp. 1–12)
- What happened on the playground that changed the student’s minds about him? Why did they get tired of hearing, “Thanks, but no thanks?” (pp. 13–25)
- What did Amanda and William do to help Davey play in the game? How well did it work? (pp. 26–34)

**Focus on Vocabulary.**
Ask: What do we do when we don’t know the meaning of a word? Discuss different strategies that students have learned, such as look at the pictures, look for clues in the story, look at word parts, etc.
Display a 4-column graphic organizer like the one included at the end of this lesson plan with an answer key. Include the targeted words in the first column (i.e. using chart paper, projector). Refer back to the textual context where each word is found and guide students into determining the meaning of each word. In the second and third columns of the graphic organizer, write in a student-friendly definition and draw a picture to help students remember. (The answer key identifies the place in the story where the word is illustrated or used.) The fourth column is provided to tell how the word was used in context of the story.

2. **Guided Practice**
**Character’s Response.**
Ask: How does describing how characters respond to events in the story help me better understand the story? Discuss.
Display 3-column graphic organizer with columns for Event, Character’s Response, and What It Means (one is provided at the end of the lesson plan with an answer key). Fill in the second column with the quotes from the text (See Character’s Response worksheet at the end of this lesson plan. Model with the first two or three quotes how to fill in the event column with a brief description of the event and the last column with an interpretation of what it means.
Give children copies of Character’s Response worksheet. As you show each page in the story, ask children to describe what is happening (Event) and What It Means when Davey responds. If enough copies of the text are available, allow students to complete the rest of the worksheet with a partner and go over the responses when all student pairs have completed the task.
Lesson Plan: *Too Much Help, Keep Your Ear on the Ball, Continued*

**Elements of a Story.**
Ask: *What are the elements in a story? Discuss.* Display a story map graphic organizer, such as the one found at [http://www.fcrr.org/studentactivities/C_012a.pdf](http://www.fcrr.org/studentactivities/C_012a.pdf) or use the story map included on the Elements of a Story worksheet included at the end of this lesson plan with an answer key. Have students provide the information to complete the story map together based on the text of *Keep Your Ear on the Ball*. Review the elements in the story map and how they work together to tell a story.

**3. Independent Practice**

**Revise the Story.** Explain that students will explore different ways to change the story. Have children work in small groups to brainstorm different ways to change the story. Here are some things that could be changed:

- The disability of the main character—*Examples: deaf or in a wheelchair*
- The activities in which the character has difficulty—*Examples: Listening to the directions, going to the second floor*

Provide students with a blank copy of the story map graphic organizer, such as [http://www.fcrr.org/studentactivities/C_012a.pdf](http://www.fcrr.org/studentactivities/C_012a.pdf) or the Elements of a Story worksheet with a blank story map included for the previous activity. After brainstorming, ask the students to complete the graphic organizer for their story. Circulate and provide feedback as needed.

Provide a prompt: *Our story focused on a student who has a disability and who faced challenges. Now it’s your turn. Using the story map as a guide, write your own story about a student with a disability who faces challenges.*

Have the children write and illustrate their new story and give it a new title. Review the characteristics of a good narrative:

- Tells all about the event or a short sequence of events
- Uses temporal (time) words to indicate when events happened
- Includes important details to describe actions, thoughts, and feelings
- Uses words correctly in sentences
- Uses correct spelling, capitalization, and punctuation
Lesson Plan: Too Much Help, Keep Your Ear on the Ball, Continued

Revise the Story, Continued
Model how to write a simple narrative piece. You may wish to choose a recent event in the classroom so that students will be familiar with the events.
Use the Grade Two Narrative Writing Rubric included at the end of this lesson plan to evaluate student mastery of the writing learning objective.

4. Closure
Share the students’ revised stories with the rest of the group.
Have children write about or discuss these key points:
• Why it was important for Davey to be independent
• Why it was important for the other children to offer help
• How the other children felt when Davey said, “Thanks, but no thanks.”
• Why it was important for Davey to be able to accept help when he needed it
As appropriate, continue to point out and reinforce instances of children offering and accepting help from each other.

5. Extensions
Don’t Look, Listen! Have one child stand or sit at the front of the room with their back to the class and eyes closed. The rest of the group should quietly hand a beach ball from child to child. When ready, the child at the front of the room says, “I’m listening.” The child holding the ball at that point should bounce and catch it a few times. With eyes closed, the child who is “listening” must turn and point in the direction of the ball and try to name the child who is bouncing it.
Adapted from: http://www.tilburyhouse.com/childrens/keep-your-ear-on-the-ball-teachers-take-note.htm
Invite a person who is blind/visually impaired or someone who works with people who are blind to talk with your children. What is it like? How does a person who is blind take care of everyday needs? How do they get around? If possible, ask them to demonstrate tools and equipment people who are blind use.
For more information about autism in easy-to-understand language, see the last page of the book and http://kidshealth.org/kid/health_problems/brain/autism.html

Accommodations
Use alternative strategies when communicating with children who are non-verbal, English language learners, or who have language delays, such as locate illustrations to respond to questions or use an augmentative alternate communication device.
Lesson Plan: Too Much Help, Keep Your Ear on the Ball, Continued

Accommodations, Continued
Assign specific children in the groups who can support each other.
Provide a writing frame with spaces for each of the main events of the story for the summative assessment.
Have the child dictate or use a word processor, rather than write the story, if the child has difficulty writing by hand.

You can find more information on the concepts of positive attitudes and productive relationships reflected in this story in the Disability Awareness section and information about story elements and revising a story in the Language Arts & Literacy Activities section of this guide.

The entire lesson plan can be downloaded from CPALMS.org.
http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74926
## Focus on Vocabulary

*Keep Your Ear on the Ball*

### Blank Chart

<table>
<thead>
<tr>
<th>Words</th>
<th>Definition</th>
<th>Picture</th>
<th>Used in Story</th>
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</thead>
<tbody>
<tr>
<td>medium</td>
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<tr>
<td>regular</td>
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<tr>
<td>blind</td>
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<tr>
<td>alien</td>
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<tr>
<td>Braille books</td>
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<tr>
<td>Braillewriter</td>
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<tr>
<td>cafeteria</td>
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<tr>
<td>fizzled</td>
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<td></td>
</tr>
<tr>
<td>deaf</td>
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</tbody>
</table>
### Focus on Vocabulary

#### Keep Your Ear on the Ball

<table>
<thead>
<tr>
<th>Words</th>
<th>Definition</th>
<th>Picture</th>
<th>Used in Story</th>
</tr>
</thead>
</table>
| medium (p. 2)      | *In the middle*  
*Davey is medium height (not short or tall). Davey’s hair and eyes are medium brown (not dark or light)*  (p. 2). | *Davey is medium height (not short or tall). Davey’s hair and eyes are medium brown (not dark or light)*  (p. 2). | *Describes how Davey looks*  

| regular (p. 2)     | *Like everyone else*  
Not pictured | *Like everyone else*  
Not pictured | *Compares Davey to other students in the class*  

| blind (p. 7)       | *Unable to see*  
*Davey is blind, but you may not be able to tell by looking at him*  
(Cover, p. 1). | *Davey is blind, but you may not be able to tell by looking at him*  
(Cover, p. 1). | *A condition, sometimes called a disability. Davey can’t see like other students.*  

| alien (p. 7)       | *Stranger from somewhere else*  
Not pictured | *Stranger from somewhere else*  
Not pictured | *Davey says he’s not an alien; he’s just like everyone else.*  

| Braille books (p. 9) | *Braille—raised dots stands for letters; books with Braille.*  
Not pictured | *Braille—raised dots stands for letters; books with Braille.*  
Not pictured | *Example of tools that people who are blind use. Davey read these books.*  

| Braillewriter (p. 9) | *Braillewriter is like a typewriter that produces Braille letters.*  
Not pictured | *Braillewriter is like a typewriter that produces Braille letters.*  
Not pictured | *Example of tools that people who are blind use. Davey used it to write.*  

| cafeteria (p. 11)   | *Place that serves food, often in schools*  
*Students gathered around the lunch table (pp. 10-11).* | *Students gathered around the lunch table (pp. 10-11).* | *One of the settings where the students tried to help Davey*  

| fizzled (p. 16)     | *Ended*  
Not pictured | *Ended*  
Not pictured | *Describes what happened after Davey knocked down William when he was running to first base*  

| deaf (p. 20)        | *Unable to hear*  
Not pictured | *Unable to hear*  
Not pictured | *How Davey tried to explain how his disability (blindness) affected him.*  

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## Character’s Response

*Keep Your Ear on the Ball*

### Blank Chart

<table>
<thead>
<tr>
<th>Event</th>
<th>Character’s Response</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Mind if I look around.” (p. 3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I’m blind. I’m not an alien.” (p. 7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Thanks, but no thanks.” (p. 10)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Thanks, but no thanks.” (p. 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Thanks, but no thanks.” (p. 15)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Thanks, but no thanks.” (p. 17)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Thanks, but no thanks.” (p. 19)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“I’m blind. I’m not deaf.” (p. 20)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Thanks, Amanda. Thanks.” (p. 30)</td>
<td></td>
<td></td>
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</tbody>
</table>
## Character's Response

*Keep Your Ear on the Ball*

### Blank Chart

<table>
<thead>
<tr>
<th>Event</th>
<th>Character's Response</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Davey has just come to his new class.</td>
<td>“Mind if I look around.” (p. 3)</td>
<td>He wants to explore the classroom.</td>
</tr>
<tr>
<td>Davey noticed how quiet the classroom became.</td>
<td>“I’m blind. I’m not an alien.” (p. 7)</td>
<td>He wants the students to know he is not something to be feared.</td>
</tr>
<tr>
<td>Peter offers to guide him to the cafeteria by holding his hand.</td>
<td>“Thanks, but no thanks.” (p. 10)</td>
<td>Davey wants to walk to the cafeteria without help.</td>
</tr>
<tr>
<td>Susan, Meghan, and Amanda offer to help him with lunch (open the milk, throw away the garbage, get a straw).</td>
<td>“Thanks, but no thanks.” (p. 12)</td>
<td>Davey wants to eat his lunch without help.</td>
</tr>
<tr>
<td>Amanda offers to tell Davey when to kick when playing kickball.</td>
<td>“Thanks, but no thanks.” (p. 15)</td>
<td>Davey wants to play without help.</td>
</tr>
<tr>
<td>Peter (the narrator) offers to put his lunchbox away.</td>
<td>“Thanks, but no thanks.” (p. 17)</td>
<td>Davey wants to take care of his own things without help.</td>
</tr>
<tr>
<td>Jason offers to kick for him and Amanda offers to hold his hand when he runs.</td>
<td>“Thanks, but no thanks.” (p. 19)</td>
<td>Davey wants to play without help.</td>
</tr>
<tr>
<td>Daniel and Amanda say they don’t want Davey to play on their team.</td>
<td>“I’m blind. I’m not deaf.” (p. 20)</td>
<td>Davey is upset. He can hear the others talking about him.</td>
</tr>
<tr>
<td>Amanda offers Davey a whistle to blow when he needs to keep his “ear on the ball.”</td>
<td>“Thanks, Amanda. Thanks.” (p. 30)</td>
<td>Davey accepts the help and is glad that he can choose when to ask for it.</td>
</tr>
</tbody>
</table>
### Elements of a Story
*Keep Your Ear on the Ball*

#### Blank Story Map

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Important Events</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
## Elements of a Story

### Keep Your Ear on the Ball

### Answer Key

<table>
<thead>
<tr>
<th>Setting</th>
<th>Characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary school classroom and playground</td>
<td>Davey, a new student who is blind&lt;br&gt;Classmates: Peter, Susan, Amanda, Meghan, Jason, and Daniel</td>
</tr>
</tbody>
</table>

### Problem

Davey is a new student, and he wants his new classmates to treat him like any other student. Davey’s classmates want to welcome him to their class, but they think he needs a lot of help to do everyday things in school and on the playground.

### Important Events

- Going to the cafeteria and eating lunch: Davey can take care of himself.
- Playing kickball on the playground: Davey starts out ok, but runs the wrong way. Some students don’t want him on their team. Davey can’t tell what is going on the game.

### Solution

Amanda comes up with a way to signal Davey when the ball is coming toward him so he can play in the game.
# Grade Two Narrative Writing Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence of Events or Well-Elaborated Event</td>
<td>Does not focus on an event or series of events</td>
<td>Focuses on an event/series of events, but the story sequence does not have a logical flow</td>
<td>Focuses on an event/series of events with a sequence that is mostly logical</td>
<td>Focuses on an event/series of events and engages the reader through its logical sequence</td>
</tr>
<tr>
<td>Details of Actions, Thoughts, and Feelings</td>
<td>Includes few to no details of the character’s actions, thoughts, and/or feelings</td>
<td>Includes some details of the character’s actions, thoughts, and/or feelings</td>
<td>Includes adequate details of the character’s actions, thoughts, and/or feelings</td>
<td>Includes ample details of the character’s actions, thoughts, and feelings</td>
</tr>
<tr>
<td>Temporal Words</td>
<td>Does not include use of temporal words</td>
<td>Includes use of few temporal words to signal event order</td>
<td>Includes use of some temporal words to signal event order</td>
<td>Includes use of several temporal words to signal event order</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Does not include a concluding sentence</td>
<td>May not include a clear concluding sentence</td>
<td>Includes a concluding sentence, but it may not provide a sense of closure for the story</td>
<td>Includes a concluding sentence that provides a sense of closure for the story</td>
</tr>
</tbody>
</table>
**Sosu’s Call**

**Short Summary**
This lesson helps children understand how they can be affected by the way other people view them. The story is about Sosu, an African boy with a disability. The villagers didn’t think Sosu could do anything. But, Sosu knew how to use a drum to call for help and save the older people and children who were trapped by a storm. This lesson plan addresses the following literacy skills: asking and answering questions about key details and unknown words in a text, referring explicitly to the text for the answers; describing characters’ traits, feelings, and motivations and how their actions contribute to the events in a story; and writing an opinion piece in response to a text-based question.

**Estimated Time**
Three lessons 23 Hours

**Language Arts Florida Standards**
LAFS.3.RL1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   d. Provide a concluding statement or section.

**Learning Objectives**
Students will be able to ask and answer questions about key details and unknown words in a text, referring explicitly to the text for the answers.
Students will be able to describe characters’ traits, feelings, and motivations and how their actions contribute to the events in a story.
Students will be able to write an opinion piece in response to a text-based question.

**Disability Awareness Objectives**
Students will be able to demonstrate understanding of how people are affected by the way others treat them.
Students will be able to demonstrate ways to show respect and support for what a person with a disability can do.
**Lesson Plan: Sosu’s Call, Continued**

**Materials**
*Sosu’s Call*, by Meshack Asare (1997/2002) Kane/Miller Book Publishers Key Questions for Sosu’s Call worksheet and Answer Key
Grade Three Opinion Writing Frame Grade Three Opinion Writing Rubric

**Formative Assessments**

**Teaching Phase**

**Getting Reading to Read.** The initial section of the lesson focuses on the reading skills and academic vocabulary addressed in the lesson. The teacher can assess students’ prior knowledge by analyzing oral responses to questions and prompts for examples of each concept. Based on responses to the definitions and questions, the students can practice with additional examples.

**Introducing the Story.** This section of the lesson provides information about the main character, Sosu, who has a disability, and how his feelings are affected by the way others treat him. It also presents information about the setting of the story and the author. The teacher can assess student understanding by asking questions and observing students’ comments, providing additional explanations, if needed.

**Beginning.** After reading the beginning section of *Sosu’s Call* aloud, the teacher will lead the class to answer the questions about the feelings, motivations, and actions of the characters and how they contribute to the events that the author presents in pages 3–15. The teacher can evaluate the clarity of responses of individual students and the accuracy of the evidence cited from the text, and reteach or provide additional scaffolding as necessary.

**Guided Practice**

**Middle and End.** Students will first respond individually in writing to questions about the middle and end of the story. They are asked to include a notation of the relevant page numbers in the story for each response. The teacher can evaluate the written responses and provide individual feedback about students’ understanding of the characters’ traits, feelings, and motivations and how their actions contribute to the events of the story. The teacher will also assess students’ use of text evidence to support their responses in writing. The students then engage in a partner learning activity to share their responses. The teacher will circulate to observe the sharing, noting how well students’ responses reflect how the characters’ feelings and motivations influenced their actions.
Lesson Plan: *Sosu’s Call, Continued*

**Educative Assessment**
When asking questions while reading the story to the students, note the reasonableness of their answers. If students have difficulty thinking of answers to questions that require inferences, provide scaffolding using illustrations and verbal cues. On the second day of the lesson for guided practice, help students relate the descriptions to events, setting, or characters. Encourage children to elaborate their thoughts and describe in more detail.

**Summative Assessment**

**Independent Practice.** Students will complete an opinion writing piece to demonstrate their understanding of how the feelings and actions of the characters contribute to the events of the story. Students may use the Grade Three Opinion Writing Frame to plan their response. Teachers will use the Grade Three Opinion Writing Rubric to evaluate how well students met the expectations of the learning objective for writing. The frame and rubric are included at the end of the lesson plan. The teacher can provide written feedback that evaluates how well the students used details from the story as evidence to support their reasons and reflected an understanding of how feelings and actions of characters contributed to the events in the story.

**Guiding Questions**
Why is it important to use text evidence to answer questions about what we read?
How does understanding a character’s traits, feelings, motivations, and actions better help me understand the events in the story?
What are ways we can share our opinions about something that happened in a story?
How can a child with a disability be affected by the way others treat him?
How can we show respect and support for what a person with a disability can do?

**Prior Knowledge**
Students need to know how to ask and answer questions about text.
Students need to know how to look back in a story to find the answers to questions.
Students need to know how to identify story elements: characters, setting, and major events.
Students need to have a basic understanding of feelings and personality traits.
Students need to know how to write an opinion piece using grade-appropriate organization, grammar, and conventions.
## Lesson Plan: *Sosu’s Call*, Continued

### 1. Teaching Phase

**Getting Ready to Read.** Introduce the lesson using an advance organizer with a list of the targeted reading skills for this story. Briefly discuss each of the skills.

- Answer questions about stories by finding the evidence in the text
- Identify feelings that people have
- Identify traits that people display
- Understand the meaning of “motivation”

Ask: *Why is it important to use text evidence to answer questions about what we read?*

Discuss. Practice by having students locate evidence of the answers to questions in a familiar story. For example, who helped Cinderella get ready to go to the ball?

Ask: *How can we tell what characters in a story are feeling?*

Define feelings and have students brainstorm a list of feeling words. Explain that authors use a character’s thoughts, words, and actions to show how he/she is feeling in the story. If students need more practice, provide examples of character’s thoughts, words, and actions from a familiar story and have students describe the feelings. For example, how did Cinderella feel when she left the ball and couldn’t find her slipper?

Ask: *How can we know the traits of characters in a story?*

Define “traits” and have students brainstorm a list of traits. Have students choose a trait that describes themself and tell their shoulder partner what the trait is and why they chose it. Explain that authors reveal traits by what the characters think, say, and do or by what others think or say about them. If students need more practice, provide examples of character’s thoughts, words and actions from a familiar story and have students identify the traits. For example, in the story of Cinderella, what trait did the stepmother and stepsisters display when they made Cinderella do all the work and wouldn’t let her go to the ball?

Ask: *How can we tell the motivations of characters to act in certain ways?*

Define “motivation.” Give examples that students can relate to: you are motivated to get something to eat when you are hungry; you are motivated to do your homework so you can play at recess; etc. Explain that characters are motivated to act in certain ways by their feelings and traits. They can also be motivated by other characters’ words or actions. If students need more practice, provide examples of motivations of characters from a familiar story. For example, what motivated the prince to find the girl who lost her slipper at the ball?

Ask: *How does understanding a character’s traits, feelings, motivations, and actions better help me understand the events in the story?*

Discuss and practice using the same familiar book or story as previously.
Lesson Plan: *Sosu’s Call, Continued*

**Introducing the Story.** Introduce *Sosu’s Call* by showing the cover and explaining that this is a story of Sosu, a young boy in Africa. 
Say: *Sosu’s legs don’t work, and he cannot walk independently. Sosu has a disability. Explain that a disability is a type of impairment that can affect the way a person’s body functions, how they see, hear, or communicate, or how they behave. Many people in his village think Sosu brings back luck because he has a disability. So his family keeps him at home with his dog, Fusa.* Ask: *How can a child with a disability be affected by the way others treat him?* Discuss. Have students discuss the idea that the villagers thought that Sosu was bad luck. Why would they think this? What do you think they were afraid of? Clarify the concept and any misunderstandings the student might have about “disability.”

**Setting:** Sosu lives in a small village. The author tells us the village is on a narrow strip of land between the sea and the lagoon. Explain the meaning of lagoon (a body of water that is separated from the sea by land or an island). Use the picture on pages 2–3 in the book and draw a diagram to help students understand where the story takes place. Information about lagoons in Florida with a simple diagram can be found on this website: http://www.sms.si.edu/IRLSpec/Whatsa_lagoon.htm Although it is not directly stated in the story, it is likely that this story is based on a village in Ghana, Africa, the home country of the author.

**Author:** Meshack Asare, the author, was born in Ghana, Africa. He has written and illustrated a number of successful books of African background for children and young people. In 1999, he won the UNESCO First Prize for Children and Young People’s Literature in the Service of Tolerance and in 2001, the International Board on Books for Young People (IBBY) Outstanding Book for Young People with Disabilities for *Sosu’s Call.*

**Beginning, Pages 3–15**
The lesson divides the story into three parts: Beginning, Middle, and End. The teacher will read aloud the beginning section and the students will respond to the related questions in a whole class discussion.
Display or give students copies of the questions that will be addressed during the reading of the beginning of the text (Key Questions for *Sosu’s Call* worksheet with an answer key is included at the end of this lesson plan). In the answer key, the questions include selected words and phrases that are bolded to indicate vocabulary that should be addressed in the context of the story. The page numbers of the related evidence in the text are also included in the answer key, but not on the student’s copy. Read the text aloud as students follow along. When finished, go back and address each of the questions, encouraging students to refer back to the text to support their answers. Have students identify the page number in the book where they found evidence for their answers.
Lesson Plan: *Sosu’s Call, Continued*

**Middle, Pages 16–33**

Have students form partners and make sure each pair has a copy of Key Questions for *Sosu’s Call* worksheet with questions for the middle section of the story. Have students read the assigned pages with their partner as the teacher circulates. If multiple copies of the book are not available, read the middle section of the text aloud as students follow along. Students will then write the answers to the questions on the worksheet. Encourage students to include information from the text to support their answers, writing down the page number where they found the evidence. Once students have answered all questions, go over the responses orally to provide feedback and clarify misconceptions.

**2. Guided Practice**

**End, Pages 34–37**

Have students continue reading the text independently or read the final section aloud, as they address the final set of questions on Key Questions for *Sosu’s Call*. Again, encourage students to use textual evidence to support their answers. The teacher should circulate during this activity to provide support as needed. Go over the students’ responses to the questions orally to provide feedback and clarify misconceptions.

**Reflection.**

Ask: *How will you act when you meet children with disabilities after reading this story?*

Discuss.

**3. Independent Practice**

Ask: *What are ways we can share our opinions about something that happened in a story?*

Discuss.

Ask: *When we share our opinions, what should we include?* Discuss the Grade Three Opinion Writing Rubric included at the end of the lesson plan:

- Introduce the topic and state your opinion
- Describe how you will organize the reasons for your opinion
- Provide the reasons that support your opinion
Lesson Plan: *Sosu’s Call*, Continued

### Independent Practice, Continued

- Use linking words to show how your ideas are connected, such as because, therefore, since, for example
- Provide a concluding statement or section
- Use correct grammar and spelling

Model how to use a Grade Three Opinion Writing Frame like the one included at the end of this lesson plan to plan and create an opinion statement in response to the following question related to the story. How did the storm and the flood change what Sosu thought about himself?

### Grade Three Opinion Writing Frame

**Topic:** Changes in Sosu’s feelings about himself

**Opinion:** I think the storm and flood helped Sosu find the courage to take care of things and made him feel more confident.

**Organization:** Time sequence of actions Sosu took

**Reasons:**
1. Recognized that something terrible was happening and he needed to warn others (pp. 17–21)
2. Dragged himself to the drum shed at the chief’s house (p. 22)
3. Took sticks and beat the drum, he thought he didn’t know how (p. 27)
4. Decided to beat the drum harder and faster so the villagers could hear the drum above the storm (p. 27)

**Conclusion:** Sosu felt confident and courageous and took actions to warn the villagers about the flood to save the trapped children, old people, and animals.

### Example

*In Sosu’s Call,* Sosu was a child who couldn’t move his legs, so he stayed at home. He sometimes felt like he couldn’t do anything worthwhile. He knew some of the villagers thought he was bad luck. His feelings changed because of events that happened when a storm and flood hit his village.

When Sosu first noticed the strong wind and water flowing into his yard, he knew he had to get help. He couldn’t shout loud enough and decided to use the chief’s drum. He bravely dragged himself to the drum shed. Since Sosu had never played a real drum, he wasn’t sure he could do it. Because his dog Fusa stood on his legs and tilted the drum, Sosu had the confidence to beat the drum. He knew he had to beat louder and faster so the villagers could hear the drum. The villagers came and saved the people and animals.

When Sosu first noticed the strong wind and water flowing into his yard, he knew he had to get help. He couldn’t shout loud enough and decided to use the chief’s drum. He bravely dragged himself to the drum shed. Since Sosu had never played a real drum, he wasn’t sure he could do it. Because his dog Fusa stood on his legs and tilted the drum, Sosu had the confidence to beat the drum. He knew he had to beat louder and faster so the villagers could hear the drum. The villagers came and saved the people and animals.
Lesson Plan: *Sosu’s Call, Continued*

3. **Independent Practice, Continued**

   After the flood and the storm, Sosu’s feelings about himself changed. He felt confident and courageous. He was able to take the right actions and warn the villagers about the flood. He saved the trapped children, old people, and animals. Everyone was very proud of him.

For the summative assessment, post the following question for students:

*How did the feelings and actions of the characters contribute to the events in *Sosu’s Call*?*

Use the Grade Three Opinion Writing Rubric included at the end of this lesson plan to evaluate how well the students meet the learning objective for writing. Provide additional written feedback that evaluates how well the students use details from the story as evidence to support their reasons and reflect an understanding of how feelings and actions of characters contributed to the events in the story.

4. **Closure**

   Use an exit slip to help students reflect on what they have learned. Model how to create a response for a question on an exit slip and write it on a half-sheet of paper.

   Ask: *How did Sosu and the village people change?*

   **Possible Answers**

   **Sosu:** In the beginning, Sosu felt helpless and thought the villagers were afraid of him. After he saved the people and animals from the storm, he felt courageous and confident.

   **Village people:** In the beginning, the village people were afraid of Sosu. They thought he was bad luck. When they learned that Sosu was smart and brave, they got him a wheelchair so he could go to school and be one of the boys in the village.

   Display the following questions and ask the students to write a response to each question on the back and the front of a half-sheet of paper. Collect exit slips at the end of the activity. Exit slips can become part of a student’s assessment portfolio.

   • *What was the most important thing that happened in the story, *Sosu’s Call*?*
   • *How can we show respect and support for what a person with a disability can do?*

   The next day, respond to what the students wrote on their exit slips, and have children share their responses. Emphasize the importance of thinking positively about each other, especially with students who look or act differently or who have a disability. As appropriate, continue to point out and reinforce instances of children supporting and encouraging each other.
Lesson Plan: *Sosu's Call, Continued*

5. Extensions
Write a letter to someone who needs encouragement (may be a person with a disability) telling something you really like about that person. Describe characteristics and things they do that you appreciate. Suggest an activity you might do together.

Accommodations
Use alternative strategies when communicating with children who are non-verbal, English language learners, or who have language delays, such as locate illustrations to respond to questions or use an augmentative alternate communication device.
Provide alternate formats (audio, braille, large print) for students who have difficulty reading independently.
Assign specific children to serve as buddies who can support their partner in the partner process for students who have difficulty working together.
Provide a writing frame for the summative response that includes a planning template like the Grade Three Opinion Writing Frame used for the model.

You will find more information on positive attitudes and productive relationships in the Disability Awareness section and information about exit slips and sharing opinions in the Language Arts & Literacy Activities section in this guide.

The entire lesson plan can be downloaded from CPALMS.org.
http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74922
Key Questions for *Sosu’s Call*, Page 1 of 2

Name: ______________________________ Date: ______________________________

Read each section of the story, *Sosu’s Call*. Answer the questions. Be sure to note the page number in the story where you found support for your answer.

**Beginning: Pages 3–15**

1. What is it like in the village where Sosu lives? What is a lagoon? What does the author mean when he says that Sosu’s house is a stone’s throw from the sea?
2. How does Sosu feel about staying behind the fence at his home?
3. What did the stern-looking men say they rowed alongside Da’s canoe? Why do you think they believe that Sosu is back luck?
4. Why does Sosu go outside when he hears the drums? How did the young girl react when she saw him? Why did she think Sosu was a spirit?
5. How does Sosu feel about his dog, Fusa? Why does he enjoy watching the chickens in his yard? What does the author mean when he writes, “perhaps there was nothing to envy about them”?
6. How does Sosu feel about not going to school during the day? How do you know? Why are his feelings in the evenings different?
7. What do the people in the village think about Sosu at the beginning of the story? How does this make him feel? How does Sosu see himself?

**Middle: Pages 16–33**

8. What motivates the animals in Sosu’s yard to act in strange ways?
9. What is really happening when the author writes, “The usual lazy yawn of the sea turned into an angry howl. The coconut leaves flapped and rustled, swaying desperately in the wind”?
10. How does Sosu react when he hears the loud bang of the wooden gate smashing into the yard and sees the churning tide of water spilling into his yard?
11. Why is Sosu worried? How does Fusa’s knowing and reassuring look help Sosu come up with a plan?
12. How does Sosu get to the drum shed behind the chief’s house? What gives him the strength to move his frail limbs?
13. What problem does Sosu face when he finally gets to the drum shed? How does he solve the problem?
14. What do the men and women think when they hear the drums and come running to Sosu’s village?
Key Questions for Sosu’s Call, Page 2 of 2

End: Pages 34–37
15. Why do reporters from newspaper, radio, and television come to see Sosu?
16. How do people in Sosu’s village see him differently at the end of the story?
17. What does Sosu think about himself at the end of the story?

Reflection
After reading this story, how will you act when you meet children with disabilities?
**Sosu's Call: Key Questions Answer Key, Page 1 of 3**

Read each section of the story, Sosu’s Call. Answer the questions. Note the page number in the story where you found support for your answer for each question.

**Beginning: Pages 3–15**

1. What is it like in the village where Sosu lived? What is a lagoon? What does the author mean when he says that Sosu’s house is a stone’s throw from the sea?
   The village is located on a strip of land between the sea and a lagoon, a smaller body of water. The people who live there fish and grow vegetables. A stone’s throw from the sea means that the house is very close to the water. (Page 3)

2. How does Sosu feel about staying behind the fence in his home?
   Sosu probably felt sad when he watched everyone leave for the day and he had to stay home with his dog and the animals. He wondered if he was really useful because he didn’t have good legs. (Page 7)

3. What did the stern-looking men say when they rowed alongside Da’s canoe? Why do you think they believed that Sosu was back luck?
   The men in the canoe looked serious and told Da that boys like Sosu brought bad luck. They believed that a Lagoon Spirit wouldn’t be happy to see Sosu in the water. (Page 9)

4. Why does Sosu go outside when he hears the drums? How did the young girl react when she saw him? Why did she think Sosu was a spirit?
   Sosu thought the drums were sending him a message to “Come out to play.” The girl was frightened by him. She thought he was a spirit or ghost because he seemed to come from nowhere. (Page 10)

5. How does Sosu feel about his dog, Fusa? Why does he enjoy watching the chickens in his yard? What does the author mean when he writes, “perhaps there was nothing to envy about them”?
   Sosu feels comfortable that Fusa liked to play with him, but he liked watching the chickens because they just wandered around on the ground. Sosu isn’t jealous because the chickens can’t get around very well either. (Page 13)

6. How does Sosu feel about not going to school during the day? How do you know? Why are his feelings in the evenings different?
   During the day, Sosu felt he could do things, like help get lunch ready for his brothers and learn how to read and write. In the evening he felt like he couldn’t do anything because he didn’t have good legs. (Page 14)

7. What do the people in the village think about Sosu at the beginning of the story? How does this make him feel? How does Sosu see himself?
   At the beginning of the story the people in the village thought he was bad luck. (Pages 7, 9, and 10) Sosu felt sad. Sosu feels unhappy that he isn’t useful in the village. (Page 14)
Sosu’s Call: Key Questions Answer Key, Page 2 of 3

Middle: Pages 16–33

8. What motivates the animals in Sosu’s yard to act in strange ways?
The animals can feel the coming storm because the wind is blowing and it is getting dark. Fusa barked and whined and the chickens grew quiet. (Page 17)

9. What is really happening when the author writes, “The usual lazy yawn of the sea turned into an angry howl. The coconut leaves flapped and rustled, swaying desperately in the wind”?
The author is describing how the waves are crashing on the sea instead of just gently moving. The leaves of the coconut palm are blowing hard back and forth. (Page 17)

10. How does Sosu react when he hears the loud bang of the wooden gate smashing into the yard and sees the churning tide of water spilling into his yard?
At first, Sosu was scared when he heard the loud noise, and then he calmed down. But he was really frightened when he saw the water rush into his yard. He knew a flood was coming into his village. (Page 19)

11. Why is Sosu worried? How does Fusa’s knowing and reassuring look help Sosu come up with a plan?
Sosu was afraid of what might happen to the other people in the village who couldn’t take care of themselves. He thought they might be trapped and drowned. Fusa stopped whining and his comforting look made Sosu feel more comfortable. (Page 21)

12. How does Sosu get to the drum shed behind the chief’s house? What gives him the strength to move his frail limbs?
Sosu dragged himself to the drum shed. Fusa looked calm and wagged his tail. That helped Sosu keep going. Somehow Sosu found the courage to keep going. (Page 22)

13. What problem does Sosu face when he finally got to the drum shed? How does he solve the problem?
Sosu realized that he didn’t know how to play a real drum. He just took the sticks and started playing. When he thought the villagers might not hear him, he beat even louder. (Page 27)

14. What do the men and women think when they hear the drums and come running to Sosu’s village?
They thought the drumming meant there was trouble. People from a nearby village also came to help. When they found the water rising, they wanted to know who was the drummer. They were very surprised when they found it was the boy with bad legs and his dog. (Page 31)
**Sosu’s Call: Key Questions Answer Key, Page 3 of 3**

**End: Pages 34–37**

14. Why do reporters from newspaper, radio, and television come to see Sosu?
   *The reporters wanted to share Sosu’s story with others.* (Page 35)

15. How do people in Sosu’s village see him differently at the end of the story?
   *The people in the village saw the courage and confidence of Sosu. They were proud of what he did to save them. They also saw that Sosu wanted to be able to get around on his own, and they got him a wheelchair.* (Page 37)

16. What does Sosu think about himself at the end of the story?
   *Sosu feels like he is just one of the boys in the village. He is not different from them.* (Page 37)

**Reflection**

How will you act when you meet children with disabilities after reading this story?
*Answers will vary, and may include being friendly, inviting them to play, and respecting them for what they can do.*
Grade Three Opinion Writing Frame

Name: _____________________________ Date: _____________________________

How did the feelings and actions of the characters contribute to the events in Sosu’s Call? Plan your response to the above question:

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<td>Opinion:</td>
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Conclusion:

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Write your response below. Use additional pages if needed.

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## Grade Three Opinion Writing Rubric

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<th>4</th>
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<tr>
<td><strong>Lead</strong></td>
<td>Does not clearly state the book title, topic, or opinion</td>
<td>Introduces the topic or book title they are writing about and states an opinion</td>
<td>Introduces the topic or book, states an opinion, and creates organizational structure that lists reasons</td>
<td>Introduces the topic or book clearly, states opinion, and creates organizational structure in which related ideas are grouped to support writer’s purpose</td>
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<tr>
<td><strong>Content</strong></td>
<td>Does not include support for the opinion</td>
<td>Supplies a reason that supports the opinion</td>
<td>Provides reasons that support opinion</td>
<td>Provides reasons that are supported by facts and details</td>
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<tr>
<td><strong>Transitions</strong></td>
<td>Does not use linking words</td>
<td>Uses few linking words (e.g., because, and, also) to connect opinion and reasons</td>
<td>Uses some linking words and phrases (e.g., because, therefore, since, for example)</td>
<td>Consistently links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)</td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td>Does not include conclusion</td>
<td>Provides some sense of closure</td>
<td>Provides a concluding statement or section</td>
<td>Provides a concluding statement or section related to the opinion presented</td>
</tr>
<tr>
<td><strong>Grammar and Conventions</strong></td>
<td>Contains many errors; writing is difficult to understand</td>
<td>Contains several errors in conventions and grammar</td>
<td>Contains few errors; uses grade-appropriate conventions and grammar</td>
<td>Contains no errors; uses grade-appropriate conventions and grammar</td>
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**What is Tourette Syndrome?**

**Short Summary**
This lesson is about a boy’s personal experiences living with Tourette syndrome and how he gains the courage to tell his classmates about it. The author is nine-year old Dylan Peters. He provides clear information about Tourette Syndrome in a way that students can easily understand. This lesson plan addresses the following literacy skills: asking and answering questions to demonstrate understanding of a story, referring explicitly to the story as the basis for the answers; distinguishing their own point of view from that of the author of a text; and writing an opinion piece in response to a text-based question.

**Estimated Time**
Three lessons 120 Minutes

**Language Arts Florida Standards**
LAFS.3.RI.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LAFS.3.RI.2.6 Distinguish their own point of view from that of the author of a text.
LAFS.3.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
   a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
   b. Provide reasons that support the opinion.
   c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
   d. Provide a concluding statement or section.

**Learning Objectives**
Students will be able to ask and answer questions to demonstrate understanding of a story, referring explicitly to the story as the basis for the answers.
Students will be able to distinguish their own point of view from that of the author of a text.
Students will be able to write an opinion piece in response to a text-based question.

**Disability Awareness Objectives**
Students will be able to identify characteristics of Tourette syndrome.
Students will be able to demonstrate understanding of how children with disabilities should tell others about their disability.
Lesson Plan: What is Tourette Syndrome?, Continued

Materials
Key Questions for Tic Talk: Living with Tourette Syndrome with Answer Key
Dylan’s Timeline worksheet with Answer Key
Grade Three Opinion Writing Frame
Grade Three Opinion Writing Rubric

Formative Assessments
Teaching Phase
Introducing the Story. Ask children to tell you what they know about a condition known as Tourette syndrome to assess students’ background knowledge. Clarify misconceptions and tell students they will learn more in the story.
Understanding the Story. The explanation of the features in the book is provided for information purposes only and does not need to be assessed by the teacher. The students will respond to the questions about the story orally and the teacher can evaluate the clarity of responses of individual students. Teachers can also assess how accurately students locate the evidence cited in the text using observation. Teachers may need to provide additional scaffolding as necessary for individual students.

Guided Practice
Understanding the Author’s Point of View. Students will identify events in a timeline depicting five years of Dylan’s life described in the book (from preschool through third grade). The teacher can assess the accuracy and relevancy of the details the individual students recall and place on the timeline. In the discussion of the author’s point of view, the teacher can assess how well students understand the meaning of the concept “point of view” by observing their answers to the questions about why Dylan wrote this book.

Educative Assessment
When asking questions while reading the story to the students, note the reasonableness of their answers. If children have difficulty thinking of answers to questions that require inferences, use prompts, such as illustrations and verbal cues. Encourage children to elaborate their thoughts to describe their answers to the questions independent practice in more detail.

Summative Assessments
Independent Practice. Students will write an opinion piece to respond to the question: Why did Dylan want to tell his class about his disability? What would you have done and why? Use the Grade Three Opinion Writing Rubric included at the end of this lesson plan to evaluate how well the students met the learning objective for writing. Provide written feedback that evaluates how well the students distinguished their own point of view from that of the author of the text.
Lesson Plan: *What is Tourette Syndrome?*, Continued

### Independent Practice, Continued

**Closure.** The teacher can assess student responses to the tasks used in the final activity in terms of how well they understand what Tourette syndrome is, the appropriateness of their ideas about what to do if you see someone tic-ing, and their thinking about what Dylan did in the book (when children with disabilities tell others about their disability).

### Guiding Questions

- Why is it important to use text evidence to answer questions about what we read?
- How does understanding the author’s point of view help me better understand the text? How does the reader’s point of view affect understanding of text?
- What are ways we can share our opinions about something that happened in a story? How can Tourette syndrome affect a person?
- Why did Dylan want to tell his class about his disability? What would you do?

### Prior Knowledge

- Students need to know how to ask and answer questions about text.
- Students need to know how to look back in a story to find the answers to questions. Students need to know how to identify an author’s point of view.
- Students need to know how to write an opinion piece using grade-appropriate organization, grammar, and conventions.

### 1. Teaching Phase

**Introducing the Story.** *Tic Talk: Living with Tourette Syndrome* was written by Dylan Peters when he was nine years old. Dylan tells how he first learned about his disability at age four and the different kinds of treatment that were tried over the years. When Dylan was nine, he decided that it was time to let the other students in his class know about his Tourette syndrome.

*Ask: How can Tourette syndrome affect a person? Discuss.*

Tell children that Tourette syndrome is a neurological disorder that causes people to have involuntary and repeated body movements, called “tics.” Some tics are very simple, like repeated blinking, throat clearing, or sticking out the tongue; while other tics are more complex, such as repeating what others say or touching other people.
Lesson Plan: What is Tourette Syndrome?, Continued

Introducing the Story, Continued
The tics are not always present, but may increase with fatigue or stress. A person with Tourette syndrome can’t control the tics; they just happen.
The Kids Health website provides information on Tourette syndrome, including definitions, symptoms, treatment, and how to act around someone who has it.
https://secure02.kidshealth.org/parent/medical/brain/tourette.html

Understanding the Story. Tell students that this story is an autobiography, a book written by a person about himself. In this case the author, Dylan Peters, was nine years old when he wrote the book. His friend, Zachary Wendland, illustrated the book. Point out the following features in this book, reading aloud the dedication and acknowledgements:
- Dedication, pages 2–3—Dylan recognizes how his family and teacher helped him.
- Acknowledgements, page 5—Dylan says thank you to his teacher and another person, his family, and Jim Eisenreich.
- Foreword, pages 6–7—Jim Eisenreich, a former major league baseball player who has Tourette Syndrome, introduces the book and tells why it is important.
- 10 Successful Strategies, pages 46–47—Brad Cohen, an elementary school teacher who has Tourette syndrome, shares ideas for families and teachers who are working with children with Tourette syndrome.

Ask: Why is it important to use text evidence to answer questions about what we read? Discuss.
Display the Key Questions for Tic Talk: Living with Tourette Syndrome worksheet that will be addressed during the reading of the text. Begin with the Foreword and read each section of the text aloud as students follow along. When you finish reading a section, address each of the questions. Students will respond orally and refer back to the specific pages of the text that support their answers. Point out the meaning of bolded vocabulary words as needed. A copy of the Key Questions for Tic Talk: Living with Tourette Syndrome worksheet with an Answer Key is included at the end of this lesson plan.

2. Guided Practice
Understanding the Author’s Point of View. Dylan tells (or narrates) the story. It is written in his own or a first-person point of view. Discuss the meaning of point of view. To better understand Dylan’s point of view, students will create a timeline of the events of Dylan’s life. Create a five-column chart on the board, one column for each year described in the book.
Lesson Plan: What is Tourette Syndrome?, Continued

Understanding the Author’s Point of View, Continued

In a whole group discussion (if only one copy of the book is available) or in four small groups (one for each year, if at least four copies of the book are available), students will identify important events and write them on the timeline. A blank copy of Dylan’s Timeline is included at the end of the lesson plan with an answer key.

Discuss how events in a person’s life are often connected and affect each other.
Ask: How does understanding the author’s point of view help me better understand the text?
Discuss.
Ask: Why do you think Dylan wrote this book? What does he want you to understand about Tourette syndrome?

Review the events Dylan’s life and discuss how these events impacted his point of view. How did Dylan’s point of view impact his decision to share his disability?

Dylan gradually realized that there wasn’t anything he could do to stop his tics. He also realized how the tics affected other people, especially students, around him. He was afraid other kids wouldn’t like him because he had tics. He decided that he needed to share what he knew about Tourette syndrome so the other students could understand and still be friends with him.

Ask: How does the reader’s point of view affect understanding?
Have students discuss their point of view regarding the events in Dylan’s life with a partner. Allow a few to share with the class.

3. Independent Practice

Ask: What are ways we can share our opinions about something that happened in a text?
Discuss.
Ask: When we share our opinions, what should we include?

Discuss the third grade level opinion writing rubric:
• Introduce the topic and state your opinion
• Describe how you will organize the reasons for your opinion
• Provide the reasons that support your opinion
• Use linking words to show how your ideas are connected, such as because, therefore, since, for example
• Provide a concluding statement or section
• Use correct grammar and spelling
Lesson Plan: What is Tourette Syndrome?, Continued

Independent Practice, Continued

Model how to write an opinion statement using the following Grade Three Opinion Writing Frame included at the end of this lesson plan in response to the following question related to the story:

Why do you think Dylan’s friends didn’t call attention to his tics in first grade?

Grade Three Opinion Writing Frame

Topic: How Dylan’s friends reacted to his tics in first grade
Opinion: The students didn’t react because the tics didn’t bother them.
Organization: List possible reasons the students didn’t react to the tics.
Reasons:
1. His tics didn’t hurt anyone, head jerking and double-blinking eyes (p. 20)
2. Dylan said no one commented (p.20)
3. Dylan thinks they might have noticed but didn’t say anything (p. 20)
Conclusion: The other first graders may not have noticed the tics or weren’t bothered by them or were just being polite.

Example

I think Dylan’s first grade friends didn’t say anything about his tics, because the tics didn’t bother them. The other students might not have even noticed when Dylan jerked his head or double blinked his eyes, since no one said they were hurt or annoyed by the tics. Dylan said that none of his friends ever said anything, but he thought they might have seen them. The first graders weren’t upset and didn’t pay attention or talk about Dylan’s tics.

For the summative assessment, have children write a response to the following questions:

Why did Dylan want to tell his class about his disability? What would you have done and why?

Use the Grade Three Opinion Writing Rubric included at the end of this lesson plan to evaluate how well the students met the learning objective for writing. Provide additional written feedback that evaluates how well the students distinguished their own point of view from that of the author of a text.

4. Closure

Have students to count off in groups of three and complete these tasks:

Student #1: Tell what you learned about Tourette syndrome.
Student #2: Tell what to do if you see someone tic-ing.
Student #3: Tell why you are proud of someone like Dylan.

Invite several groups to share.
Lesson Plan: *What is Tourette Syndrome?*, Continued

5. Extensions
See the Foreword in the book, *Tic Talk: Living with Tourette Syndrome*. Who is Jim Eisenreich? How does the Jim Eisenreich Foundation help children who have Tourette syndrome (pp. 6–7)?

View a short video about Jim on growing up with Tourette syndrome (2:21 min.):
http://tourettes.org/inspiration.html

**Accommodations**
Use alternative strategies when communicating with children who are non-verbal, English language learners, or who have language delays, such as locate illustrations to respond to questions or use an augmentative alternate communication device.

Have children tell their answers to a “shoulder partner” before they tell the whole class if students have difficulty communicating.

Provide a Grade Three Opinion Writing Frame included at the end of this lesson plan for students who have difficulty planning their writing.

You will find more information on disability etiquette for children and communication in the Disability Awareness section and information about sharing opinions in the Language Arts & Literacy Activities section in this guide.

The entire lesson plan can be downloaded from CPALMS.org.
http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74927
Key Questions for *Tic Talk: Living with Tourette Syndrome*

1. **Foreword, by Jim Eisenreich** (pp. 6–7)
   - Why is Jim Eisenreich interested in this book?
   - What does he like about the way this book is written?

2. **Hi!** (pp. 8–11)
   - What do you learn about Dylan in the first few pages? What is he like?
   - Why do you think Dylan’s mom was concerned about his strange body movements that she called tics?

3. **I looked like a robot with all the wires stuck to my head.** (pp. 12–14)
   - What caused Dylan’s mom and dad to take him to a pediatrician and then to a neurologist?
   - How did Dylan and his family learn that he was diagnosed with Tourette syndrome?
   - How did the doctor decide that Dylan has Tourette syndrome?

4. **Hearing this made my parents and me very sad.** (pp. 16–19)
   - What was it like for Dylan in kindergarten?
   - How did the medication affect him?

5. **I managed to survive first grade without anyone commenting on my tics.** (pp. 20–25)
   - What were Dylan’s tics like in first grade? How did the other students treat him?
   - Why do you think the students started asking him about his tics in second grade?

6. **If life gives you a lemon, make lemonade.** (pp. 26–33)
   - What did Dylan’s mom really mean when she told him to make lemonade?
   - Why did she leave it up to Dylan decide whether to share his secret of having Tourette syndrome?

7. **Differences makes each of us special.** (pp. 34–40)
   - How did Dylan’s mom and his teacher help him tell the class about Tourette syndrome?
   - Why do you think Dylan said, “…even though I have Tourette syndrome, I am the same Dylan I was yesterday, last year, and the year before that.”

8. **I wasn’t scared or nervous anymore about people knowing I had Tourette syndrome.** (pp. 41–44)
   - How did Dylan’s friends react to learning that Dylan has Tourette syndrome?
   - How did Dylan’s feelings about having Tourette syndrome change as he got older?
Key Questions for *Tic Talk: Living with Tourette Syndrome* Answer Key, Page 1 of 2

1. Foreword, by Jim Eisenreich (pp. 6–7)
   - Why is Jim Eisenreich interested in this book?
     *Jim Eisenreich has Tourette syndrome. He wants people to understand what it means when you say that a person has Tourette syndrome*
   - What does he like about the way this book is written?
     *He says it provides clear information, including definitions and spellings of words and phrases, so students can understand.*

2. Hi! (pp. 8–11)
   - What do you learn about Dylan in the first few pages? What is he like?
     *Dylan is in third grade and likes to play sports. He has a family with a brother and a sister.*
   - Why do you think Dylan’s mom was concerned about his strange body movements?
     *When they moved to a new house, Dylan’s mom worried that he was stressed about attending a new school. He was making some strange movements with his face.*

3. I looked like a robot with all the wires stuck to my head. (pp. 12–14)
   - What caused Dylan’s mom and dad to take him to a pediatrician and then to a neurologist?
     *When Dylan was four, he started to jerk his head. His parents didn’t know why, so they took him to the doctor to find out. His pediatrician said they should go to a neurologist who specializes in the nervous system and the brain.*
   - How did Dylan and his family learn that he was diagnosed with Tourette syndrome?
     *The neurologist told them.*
   - How did the doctor decide that Dylan has Tourette syndrome?
     *The doctor observed Dylan’s body movements and vocal sounds.*

4. Hearing this made my parents and me very sad. (pp. 16–19)
   - What was it like for Dylan in kindergarten?
     *Dylan was clearing his throat and jerking his head a lot. His parents didn’t tell his teachers and Dylan didn’t want his friends or their parents to know.*
   - How did the medication affect him?
     *The medication made him sick and he had to stop taking it.*
Key Questions for *Tic Talk: Living with Tourette Syndrome* Answer Key, Page 2 of 2

5. I managed to **survive** first grade without anyone commenting on my tics. (pp. 20–25)
   - What were Dylan's tics like in first grade? How did the other students treat him?
     *In first grade, Dylan would jerk his head and double-blink his eyes*
   - Why do you think the students started asking him about his tics in second grade?
     *The second grade students noticed the tic and wondered why Dylan was doing it.*

6. **If life gives you a lemon, make lemonade.** (pp. 26–33)
   - What did Dylan's mom really mean when she told him to make lemonade?
     *She meant that when you have a problem, deal with it. She wanted him to accept what he had.*
   - Why did she leave it up to Dylan decide whether to share his secret of having Tourette syndrome?
     *She wanted to be sure that Dylan felt comfortable telling his friends about Tourette syndrome.*

7. **Differences makes each of us special.** (pp. 34–40)
   - How did Dylan's mom and his teacher help him tell the class about Tourette syndrome?
     *They met and talked about when and how Dylan would tell the class. His mom said that she would be there in case he needed her to answer questions.*
   - Why do you think Dylan said, “…even though I have Tourette syndrome, I am the same Dylan I was yesterday, last year, and the year before that.”
     *He wanted to the students to know that Tourette syndrome doesn't change the person. He didn't want it to change their friendship.*

8. I wasn’t scared or nervous anymore about people knowing I had Tourette syndrome. (pp. 41–44)
   - How did Dylan's friends react to learning that Dylan has Tourette syndrome?
     *His friends kept being his friends.*
   - How did Dylan's feelings about having Tourette syndrome change as he got older?
     *He now takes medication, but he still has tics. He won’t let Tourette syndrome get in the way of accomplishing his goals. He wants to share that message with others.*
Dylan’s Timeline
*Tic Talk: Living with Tourette Syndrome*

**Blank Timeline**

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Answer Key**

<table>
<thead>
<tr>
<th>Preschool</th>
<th>Kindergarten</th>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
</tr>
</thead>
</table>
| *Tics started as jerking his head*  
*Had neurological tests*  
*Diagnosed with Tourette Syndrome*  
*Only tells family members* | *Tics included head jerking and clearing throat*  
*Tried medication*  
*Medication made him sick*  
*Dylan became angry* | *Tics included head jerking and double-blinking his eyes*  
*No one said anything* | *Tics included head jerking, double-blinking eyes, and gurgling*  
*Tried a new medication*  
*Jaylen asked him about keeping eyes closed*  
*Other friends asked why he rolled head and opened mouth* | *Eye blinking tic gets worse*  
*Dylan is worried about telling friends, how they would react*  
*Teacher and mom set it up and Dylan tells class*  
*Dylan meets new friends who didn’t react to his tics*  
*Dylan feels better about himself* |
Why did Dylan want to tell his class about his disability?
What would you have done and why?
Plan your response to the above question:

Topic: _____________________________________________________________
Opinion: ___________________________________________________________
Organization: _______________________________________________________
Reasons:
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________
Conclusion:
___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

Write your response below. Use additional pages if needed.
# Grade Three Opinion Writing Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lead</strong></td>
<td>Does not clearly state the book title, topic, or opinion</td>
<td>Introduces the topic or book title they are writing about and states an opinion</td>
<td>Introduces the topic or book, states an opinion, and creates organizational structure that lists reasons</td>
<td>Introduces the topic or book clearly, states opinion, and creates organizational structure in which related ideas are grouped to support writer’s purpose</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Does not include support for the opinion</td>
<td>Supplies a reason that supports the opinion</td>
<td>Provides reasons that support opinion</td>
<td>Provides reasons that are supported by facts and details</td>
</tr>
<tr>
<td><strong>Transitions</strong></td>
<td>Does not use linking words</td>
<td>Uses few linking words (e.g., because, and, also) to connect opinion and reasons</td>
<td>Uses some linking words and phrases (e.g., because, therefore, since, for example)</td>
<td>Consistently links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)</td>
</tr>
<tr>
<td><strong>Ending</strong></td>
<td>Does not include conclusion</td>
<td>Provides some sense of closure</td>
<td>Provides a concluding statement or section</td>
<td>Provides a concluding statement or section related to the opinion presented</td>
</tr>
<tr>
<td><strong>Grammar and Conventions</strong></td>
<td>Contains many errors; writing is difficult to understand</td>
<td>Contains several errors in conventions and grammar</td>
<td>Contains few errors; uses grade-appropriate conventions and grammar</td>
<td>Contains no errors; uses grade-appropriate conventions and grammar</td>
</tr>
</tbody>
</table>
**Jackson Whole Wyoming**

**Grade Four**

**Short Summary**
This lesson helps students understand how increasing what they know about a disability can improve their attitudes and relationships with other students. *Jackson Whole Wyoming* tells the story of how Tyler explores his own feelings about students who are different and the real meaning of friendship with a boy named Jackson, who has Asperger syndrome. This lesson addresses the following language arts skills: referring to details and examples in text when explaining what the text says explicitly and when making inferences; describing in depth a character, setting, or event in a story, drawing on details from the text; and writing opinion pieces in response to a text-based question, supporting a point of view with reasons and information.

**Estimated Time**
Ten lessons Estimated 10 hours

**Language Arts Florida Standards**
LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
LAFS.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
   b. Provide reasons that are supported by facts and details.
   c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
   d. Provide a concluding statement or section related to the opinion presented.

**Learning Objectives**
Students will be able to refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text.
Students will be able to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Students will be able to write an opinion piece in response to a text-based question.
### Lesson Plan: *Jackson Whole Wyoming*, Continued

#### Disability Awareness Objectives
Students will be able to identify appropriate ways to gain information about a disability.
Students will be able to identify appropriate ways to ask a person about their disability.

#### Materials
- Literature Circle Expectations
- Literature Circle Daily Progress Monitoring Sheet
- Reading Guide for *Jackson Whole Wyoming* worksheet with Answer Key
- Character Analysis, *Jackson Whole Wyoming* worksheet with Answer Key
- Grade Four Opinion Writing Frame
- Grade Four Opinion Writing Rubric

#### Formative Assessments

##### Teaching Phase

**Introducing the Story.** The teacher will engage students in a discussion about disabilities. Students will orally share what they know about disabilities with their partner. To assess students, ask, *How can knowing about a disability affect the way you treat a person who has a disability? What does it mean to have a disability? How can you obtain information about a disability?* Evaluate the accuracy and understanding of the concept of disabilities reflected in student responses. Because the extent of student background knowledge will vary, it is important to clarify any misconceptions and help students know where to find accurate information.

**Disability Etiquette.** Students will discuss the following question: *What are appropriate ways to ask a person about their disability?* Evaluate students’ oral responses and explanations of two guidelines for disability etiquette: 1) *Invite students with disabilities to join you in daily activities and special occasions, and* 2) *Treat a person with a disability the way you like to be treated.* Look for evidence that students understand appropriate ways to interact with students with disabilities. For example, students can ask a person about their disability, but they should not insist that the person talk about it. Younger children who have a disability may not have a clear understanding of how they are affected, or they may have been told not to tell anyone. The students’ explanations and examples of the two guidelines for disability etiquette should indicate that students think that students with disabilities just the same as other students.
Lesson Plan: *Jackson Whole Wyoming*, Continued

**Literature Circle Tasks and Expectations.** The teacher will assess students’ knowledge of the literature circle tasks and expectations by observing their use of skills and behaviors modeled by the teacher. Additional instruction and modeling may be needed, especially if this is the students’ first experience with literature circles.

**First Day—Answering Text Dependent Questions.** After reading the first chapter of *Jackson Whole Wyoming* aloud, the teacher leads a discussion about the important events that the author chose to present in Chapter One. The teacher can assess the accuracy and insight concerning the thoughts, words, and actions of Tyler reflected in students’ responses to questions in the Reading Guide for *Jackson Whole Wyoming*. The individual written responses can also be assessed for completeness and use of text evidence for support. The teacher may evaluate student’s understanding of the flashback literary technique used by the author to describe events that occurred before Tyler faced the challenge of giving the going away gift to Jackson.

**Second Day—Character Analysis.** Teachers can first evaluate the accuracy and understanding reflected in students’ oral discussion about what Tyler thinks, says, and does now and related events that happened before this time. Then they can evaluate what is recorded on the Character Analysis chart. Teachers may receive varying responses as students attempt to identify what these two events reveal about the character at this point. Respect all responses and record them to prove or disprove as they continue reading the story.

**Guided Practice**

**Literature Circles.** During the small group literature circles, the teacher will move throughout the room, participating with each group. The teacher will use further questioning to check for understanding and to guide thinking and discussions as students read. Based on student responses, the teacher will be able to determine if students need more support and scaffold instruction before continuing with remaining chapters of the story.

**Answering Text Dependent Questions.** When reviewing students’ responses to Reading Guide questions, the teacher can assess the reasonableness of their explanations and the extent to which they provide evidence from the text to support the answers.

**Character Analysis.** When reviewing the students’ completion of the Character Analysis chart, the teacher can assess the relevance and accuracy of the description of Tyler’s thoughts, words and actions for each chapter. For the column, “What Tyler remembers,” the teacher can evaluate how well the entries summarize the event. (Note that not all chapters include flashbacks, especially at the end of the book). For the final column, “What
Lesson Plan: Jackson Whole Wyoming, Continued

Character Analysis, Continued
the final column, “What this tells us about Tyler,” the teacher should look for
generalizations and inferences that the students draw from Tyler’s thoughts, words, and
actions and what Tyler remembers. Students will have the opportunity to synthesize their
description of Tyler during Independent Practice.

Summative Assessment
Independent Practice. Students will complete an opinion-writing piece to demonstrate
their understanding of the main character of the story using the following prompt: How
would you describe Tyler? Use specific examples from the text to support your description.
Students may use the Grade Four Opinion Writing Frame to plan their response. Teachers
will use the Grade Four Opinion Writing Rubric to evaluate how well students met the
expectations of the learning objective for writing. The teacher can also assess the learning
objective for reading literature by providing written feedback that evaluates how well the
students reflected an understanding of how the thoughts, words, and actions of main
characters and his memories of past events contributed to the character.

Guiding Questions
How can knowing about disabilities affect the way you treat a person with a disability? How
can you gain information about disabilities?
What are appropriate ways to ask a person about their disability?
Why is it important to use text evidence to answer questions about what we read?
How do a character’s thoughts, words, and actions help us better understand the character
and events taking place in the story?
What are ways we can share our opinions about something that happened in a story?

Prior Knowledge
Students need to know how to ask and answer questions about text.
Students need to know how to look back in a story to find the answers to questions.
Students need to know how to describe characters based on thoughts, words, and actions.
Students need to know that characters’ words and actions drive the events in the story.
Students need to know how to write an opinion piece using grade-appropriate organization,
grammar, and conventions.
Lesson Plan: *Jackson Whole Wyoming, Continued*

1. **Teaching Phase**

**Introducing the Story.** *Jackson Whole Wyoming* can help students learn how a disability can impact a person’s life and the lives of others. Students need accurate information about different types of disabilities. In addition, students need to learn how to interact with students with disabilities and show that they respect and value.

*Ask: How can knowing about a disability affect the way you treat a person who has a disability?*

Use a Think-Pair-Share format to have students respond to the questions and prompts listed below. Students first “think” of a response to the question or prompt, “pair” or find a partner, and then “share” by taking turns telling their response to their partner.

- **What does it mean to have a disability?** Disabilities can involve physical impairments, mental handicaps, emotional disorders, sensory impairments (vision and hearing), and learning and cognitive difficulties. If appropriate, provide brief information about disabilities about which students may already have some knowledge, such as blindness, hearing impaired, autism, and learning disabilities.

- **How can you obtain information about a disability?** Have students identify possible sources of information about disabilities. They can ask their parent, teacher, or knowledgeable adult. They can also get information at the library or media center.

- **What do we need to know about disabilities?** Students respond to peers with disabilities in different ways. Some overlook the differences and don’t place any importance on them, while others may be fearful and tease or bully such students. Learning about disabilities can reduce fears. Students can learn that everyone has positive qualities and strengths, regardless of their outward differences.

**Disability Etiquette.**

*Say: The way we treat students who have disabilities is very important. Some students may feel uncomfortable when they meet a person with a disability for the first time. They may not know what to say or how to act.*

*Ask: What are appropriate ways to ask a person about their disability?*

*Say: Students who have a disability may or may not wish to share that information with you. Their parents may not want them to tell anyone. You can politely ask, but don’t keep pushing if the person or student does not want to tell you.*

*We can use disability etiquette to help us understand how to behave and act with persons with disabilities.*
Lesson Plan: *Jackson Whole Wyoming*, Continued

**Disability Etiquette, Continued**

Model an explanation of the following guideline:

- It is okay to offer your help to someone with a disability, but don’t just go ahead. Be sure to ask first or wait until the person asks for your help.

*Imagine you see a man who is blind walking along the sidewalk. You can tell he is blind because he is using a long white cane to find his way. For a picture, go to: http://disabilityhorizons.com/2012/03/21st-century-walking-sticks/*

Should you just grab his arm and help him across the street?

No. First it might really scare him. Second, he might feel that you think he can’t get across the street by himself. Always ask first or wait until the person asks you. You should follow this guideline before you assist anyone, unless it’s an emergency.

Have students work in groups of four to explain the meaning of the following disability etiquette guidelines and think of examples:

- Invite students with disabilities to join you in daily activities and special occasions.
- Treat a person with a disability the way you like to be treated.

Ask each group to share their explanations and examples with the whole class.

*Jackson Whole Wyoming* tells the story of a student named Tyler who was asked to give a going away present to Jackson, a student in his class who has a disability. Tyler has been in the same class with Jackson since kindergarten. He thinks of him as a “kind of” friend because they go to speech together. Jackson often thinks and acts in strange ways. Tyler is afraid to give the present to Jackson, because the other students in his class will think he’s like Jackson.

**Literature Circle Tasks and Expectations.** Students will read the book and answer text dependent questions in cooperative literature circle groups. Teachers will remind the students of the expectations for working in literature circle groups. A copy of Expectations for Literature Circles is included at the end of the lesson.

Each task will be modeled, making sure students understand the task and the expectations. To ensure that students understand how to complete the tasks independently, the modeling will occur over two days. On the first day, Tasks 1, 2, and 3 will be explained and modeled for the first three chapters. Copies of the Reading Guide for *Jackson Whole Wyoming* and an Answer Key are included at the end of this lesson plan. On the second day, Tasks 4 and 5 will be explained and modeled. Copies of the Character Analysis chart, Answer Key, and the Literature Circle Daily Progress Monitoring sheet are also included at the end of this lesson. The tasks for the literature circle group include:
Lesson Plan: *Jackson Whole Wyoming*, Continued

Literature Circle Tasks and Expectations, Continued

1. Read the assigned chapters aloud or silently, as directed by the teacher.
2. Discuss the answers to the questions on the Reading Guide for *Jackson Whole Wyoming* within the literature circle group.
3. Write the answers to the questions on the worksheet (individually).
4. Complete the Character Analysis chart about Tyler for the assigned chapters.
5. Fill out the Literature Circle Daily Progress Monitoring and create a group summary about the assigned chapters.

The expectations for literature circles include:

- Be positive.
- Be respectful.
- Be punctual.
- Be prepared.
- Be present – stay on task.
- Be responsible for your assigned job.
- Be a good listener – one person speaks at a time.

The Literature Circle Expectations should be posted in the classroom where all students can see them. The teacher will provide an explanation prior to beginning the First Day session below.

First Day

Remind students of the learning goals for the lesson: to use evidence from the text to support answers and to describe characters based on their thoughts, words and actions.

**Answering Text Dependent Questions.** The teacher will hand out copies of the Reading Guide for *Jackson Whole Wyoming* (included at the end of this lesson) with the questions that students will answer after reading each set of chapters.

Ask: *Why is it important to use text evidence to answer questions about what we read?* Discuss.

To model tasks 1 and 2, the teacher will read aloud the first chapter of *Jackson Whole Wyoming*. The teacher will facilitate as students discuss answers to questions 1 and 2 orally, then write their responses on their copies of the reading guide. Encourage students to go back to the text to locate details and examples to support their answers.

1. *Why does Tyler think Marcus had something to do with his being chosen to give the gift to Jackson?*
2. *Tyler has mixed feelings about being the one to give the gift to Jackson. Discuss.*
Lesson Plan: *Jackson Whole Wyoming*, Continued

**Answering Text Dependent Questions, Continued**

The teacher will continue to model tasks 1 and 2 by reading Chapters 2 and 3 aloud and then facilitating student discussion of the answers to questions 3, 4, and 5 orally. Students will then write their responses on the reading guide.

**Second Day**

**Character Analysis.** Task 4 involves character analysis and will require that students understand how the author used a literary technique called flashback. *Jackson Whole Wyoming* is written in the first-person point of view with Tyler telling the story. In each chapter, Tyler describes what is going on right now before Jackson’s going away party. Tyler also remembers things that happened (events) when he and Jackson were younger, such as when they were in kindergarten, first grade, and so on. The author uses flashbacks so Tyler can tell about events in the past that are important for the reader to understand since they affect what he is thinking and doing now. In the book, the author uses a symbol (crossed pencils) to let the reader know that Tyler, the narrator, is shifting to a different time. Show students examples on pages 12, 13, 19, 22, and 27. This symbol represents one of Jackson’s favorite pastimes: to hold two pencils in his hands, making a helicopter (p. 111) like the picture on the cover of the book. The teacher will facilitate a second reading in which students will review chapters 1-3 to look for details (evidence) that describe Tyler’s character. Ask: *How do a character’s thoughts, words, and actions help us better understand the character and events taking place in the story?* Discuss.

To better understand Tyler’s character and his relationship with Jackson, students will complete a character analysis chart in literature circle groups. To model this task, create a copy of the following four-column chart on the board and provide copies of the blank Character Analysis, *Jackson Whole Wyoming* worksheet to each student. An answer key is provided at the end of this lesson plan.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>What Tyler thinks, says, and does now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter One: The Honor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Two: Crayons</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Three: Easter Bunnies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Lesson Plan: Jackson Whole Wyoming, Continued**

**Literature Circle Daily Progress Monitoring.** In Task 5, students in the literature circle groups complete the Literature Circle Daily Progress Monitoring sheet (included at the end of this lesson plan). Model how each group is to complete the form with the names of the group members, date, summary sentences for each chapter, and the page number where the group ended that day. Tell students that when they are working in their literature circles, they will complete all tasks on the same day.

The teacher may identify a student to serve as the group leader for each literature circle group, who will be responsible for writing the group response, and gathering and turning in all materials.

**2. Guided Practice**

**Literature Circle.** The students will continue to work in literature circles that provide structure and support for small groups of four to six students to study longer stories (chapter books). If literature circles are new for students, the teacher will need to be an active participant in order to scaffold group needs. Release more control to the groups for subsequent classes but remain an active facilitator.

Explain that the class will continue reading *Jackson Whole Wyoming* in small groups, beginning with Chapters 4, 5, and 6. Students are expected to discuss the questions on the Reading Guide for *Jackson Whole Wyoming* in the literature circle and then answer them in writing on their own. They can also work together to talk about what to include in the character analysis chart, but each student must complete their own chart.

In each group, students may read aloud (taking turns) or silently. The teacher should create student groups based on the needs of each student. Struggling readers should be in a group where they can be supported and in a group that will read aloud. Students will continue reading the book in small group literature circles and answering the questions that are provided. At the end of each session, students should receive written or verbal feedback and add to the character analysis chart.

Begin each session with a whole class review, and end each session with a discussion and summary of the day’s reading. Always keep the focus on the learning objectives as the students read the chapters, emphasizing the use of details and examples from text to respond to questions about the story and understanding how the actions, words, and thoughts tell the reader about the character. Encourage students to share any connections they have with what happens in the story that relates to the introductory discussions about understanding disabilities and disability etiquette.
Lesson Plan: *Jackson Whole Wyoming*, Continued

Literature Circle, Continued
After each session, each group will turn in their Literature Circle Daily Progress Monitoring sheet for the day, their answers to the text-based questions, and the character analysis chart. The teacher can use this documentation to check daily for understanding. At the end of each session, students should receive written or oral feedback.

There are 21 chapters in *Jackson Whole Wyoming*, and most are six to eight pages long. Within a 45-minute to one-hour time frame, students should be able to read three chapters per day and answer the questions. Students should finish the book in seven days. This may take place during a 90-minute reading block or used for center time.

If students do not finish all three chapters each day, they will begin the next day where they left off. However, remind them that their whole group should move at the same pace. No one in a group should go ahead. Continue to monitor, moving about the room and interacting with discussions or questions.

3. Independent Practice
Ask: *What are ways we can share our opinions about something that happened in a text?*
Discuss.

Discuss the grade four level opinion writing rubric:

- Introduce the topic and state your opinion clearly.
- Create a way to organize reasons to support your opinion.
- Provide reasons that are supported by facts and details.
- Use linking words to show how your ideas are connected, such as for instance, in order to, in addition.
- Provide a concluding statement or section that is related to the opinion.
- Use correct grammar and spelling.

Model how to use the opinion-writing frame with a question about one of the other characters in the story.

Ask: *How would you describe Amanda? Use specific examples from the text to support your answers.*

**Topic:** Describing Amanda

**Opinion:** Amanda cares about the other students.

**Organization:** What Amanda does that shows she cares about Jackson and Tyler, in time sequence
Lesson Plan: Jackson Whole Wyoming, Continued

Independent Practice, Continued

Reasons: Amanda offers to create a book for Jackson. She is the class artist. It was her idea to ask Tyler to give the book to Jackson. She encourages Tyler to give the book to Jackson.

Conclusion: Amanda shows that she cares about other students by the things she does and the ways she acts.

Example

In Jackson Whole Wyoming, Amanda is a character who plays an important role in the story. She is a fifth grade student and in the same class as Jackson and Tyler. Tyler suggested that everyone in the class write a letter to say good-bye to Jackson when they found out he was moving. Amanda liked that idea and offered to create a cover and put the letters in a book. She was the best artist in the class, and this would be a good way to show Jackson that she cared about him. It was her idea to ask Tyler to be the one to present the book to Jackson. She knew that Tyler had been Jackson’s friend since kindergarten. When she heard Tyler say that she should give the book, she said no. She knew that Tyler really wanted to do it and just needed encouragement. Amanda showed she cared about the students in her class by her actions and words.

Use the following prompt from the Summative Assessment:

How would you describe Tyler? Use specific examples from the text to support your description.

Discuss words students might use to describe before students begin, brainstorming a list of traits/descriptions that could apply to Tyler in the story. Give students the Grade Four Opinion Writing Frame to help them organize their opinion about Tyler.

Use the Grade Four Opinion Writing Rubric to evaluate how well students have mastered the learning objective for writing. Provide additional written feedback to reflect how well the students used details from the story to support their reasons, and how well their description of the character reflected an understanding of his actions, thoughts, and words.

4. Closure

Point out and discuss two important lessons about disabilities in this story:

1. The more you know about a disability, the better you can understand and accept a person with that disability.

2. It is okay to ask people about their disabilities, and it is also okay for them not to talk about it.

As appropriate, continue to point out and reinforce instances of students showing acceptance of individuals with disabilities.
Lesson Plan: *Jackson Whole Wyoming*, Continued

5. Extensions
Have the students collect a list of characteristics of Asperger syndrome using information from trusted websites, such as the ones listed below. They can compare their list of characteristics with Jackson and Drew, characters who have Asperger syndrome in the story, *Jackson Whole Wyoming*.

- Kids Health
- Women’s and Children’s Health Network

Invite experts in the school district (Exceptional Student Education, Florida Diagnostic Learning and Resources System Associate Center) or community (Regional Centers for Autism and Related Disorders in Florida) to make a brief presentation. Ask them to recommend other books that the students can read.

Accommodations
Use alternative strategies when communicating with children who are non-verbal, English Language Learners, or who have language delays, such as locate illustrations to respond to questions or use an augmentative alternate communication device.

Use a word processor or dictate responses to a scribe if students have difficulty with handwriting.


You will find more information about disability etiquette in the Disability Awareness section; sharing opinions in the Language Arts and Literacy section, and Florida resources for guest speakers in the Additional Resources section of this guide.

The entire lesson plan can be downloaded from CPALMS.org.
[http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74920](http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74920)
Literature Circle Expectations

- Be positive.
- Be respectful.
- Be punctual.
- Be prepared.
- Be present – stay on task.
- Be responsible for your assigned job.
- Be a good listener – one person speaks at a time.
Literature Circle Daily Progress Monitoring

Group Members _______________________________________________________
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Date: ___________________
Summary sentences:
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Our group left off on page ________.

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Group Members _______________________________________________________
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Summary sentences:
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Our group left off on page ________.
Reading Guide for Jackson Whole Wyoming, Page 1 of 3

Name: ___________________________________  Date: __________________________

Read each section of the book and discuss your answers in the literature circle. Then write your answers to the questions below.

Chapters One, Two, and Three

1. Why does Tyler think Marcus had something to do with his being chosen to give the gift to Jackson?
2. Tyler has mixed feelings about being the one to give the gift to Jackson. Discuss.
3. Tyler said he stuttered pretty badly in kindergarten. What did he mean by that?
4. What did Tyler notice about the way Jackson behaved when he was in kindergarten?
5. At the beginning of Chapter Three, Tyler tells us that Jackson is “still fretting about time.” Why was Mrs. Wilson impatient with Jackson?
6. At the end of Chapter Three, Tyler writes, “I hated having Jackson as a speech buddy back then. He was strange. He still is.” And in the last paragraph, he asks, “Don’t people know I have normal friends?” What is Tyler really worried about?

Chapters Four, Five, and Six

7. Why do you think Tyler wrote, “Sometimes it was easier to let Drew have his way” after he finally turned on the ceiling fan for him?
8. In first grade, what did Tyler notice when Jackson was so concerned about with the rotating fan in his classroom?
9. How did the other students react to Jackson’s fixation on monkey tails?
10. How did Tyler feel when Jackson said, “Tyler Carson is my friend” (p. 35)?
11. Tyler was trying to tell his mom and dad about his problem with giving the present to Jackson. Why did Tyler’s dad think he was faking his stutter?
12. What did Tyler mean when he wrote that Miss Wilson’s stuffed monkey started Jackson’s obsession? What was Jackson obsessed about?
Chapters Seven, Eight, and Nine

13. In Chapter Seven, Tyler keeps trying to convince his mom that he shouldn’t be the one to give the gift to Jackson. Why did his mom say, “It’s okay to be different. Look at your cousin Drew” (p. 46)?

14. What does Tyler know about Drew? Does this make a difference when he thinks about Jackson?

15. In Chapter Eight, why did Tyler think he was called to Miss Wilson’s room when he first got to school?

16. In Chapter Nine, Miss Wilson checks with Aunt Lori before talking to Tyler about his cousin Drew. Why do you think she did that?

17. How did Tyler react to Miss Wilson’s attempts to tell him about Asperger syndrome?

18. Why wasn’t Tyler relieved when his mom and Miss Wilson said they should find someone else to give the gift to Jackson?

Chapters Ten, Eleven, and Twelve

19. Why couldn’t Miss Wilson tell Tyler that Jackson has Asperger syndrome?

20. What did Drew do that reminded Tyler of Jackson?

21. What makes you think Tyler has changed his mind about giving the gift to Jackson? Explain.

22. How did Jackson become a trendsetter in third grade? Why was that important to Tyler?

23. Why did Tyler now feel like he is a fraud?

Chapters Thirteen, Fourteen, and Fifteen

24. How did Tyler get Jackson to talk about Asperger syndrome?

25. Why was Jackson worried when Tyler said, “I know someone who has it” (p. 79)?

26. Why did Tyler decide to tell Jackson about Drew?

27. How did Uncle Ray’s presentation in Tyler’s second grade classroom help Jackson?

28. What was Tyler’s mom worried about when she said, “I hope you didn’t mention anything about Drew to anyone, even Jackson” (p. 101)?

29. How does being completely honest save Jackson when he and Tyler got in trouble?

30. At the end of Chapter Fifteen, Tyler writes, “Now I did want to give it to him, but I felt like I didn’t deserve it” (p. 110). What is causing Tyler to feel this way?
Reading Guide for *Jackson Whole Wyoming*, Page 3 of 3

**Chapters Sixteen, Seventeen, and Eighteen**

31. What has changed Tyler’s mind about how he views Jackson’s strange mistakes?

32. Why didn’t Jackson get in trouble when he presented his project, “Jackson Whole Wyoming”?

33. How does Tyler describe the misgivings he feels about giving the book to Jackson in Chapter Eighteen?

**Chapters, Nineteen, Twenty, and Twenty-One**

34. What was surprising when Jackson made jokes during the party?

35. How did Tyler feel when Amanda told him that it was her idea for him to give the book to Jackson?

36. Why does he now feel it is an honor?

37. How doesn’t Tyler’s poem sum up what he learned from Jackson?
Reading Guide for *Jackson Whole Wyoming*/Answer Key, Page 1 of 6

**Chapters One, Two, and Three**

1. Why does Tyler think Marcus had something to do with his being chosen to give the gift to Jackson?
   *Tyler thought Marcus was trying to make other kids think Tyler was weird like Jackson.*

2. Tyler has mixed feelings about being the one to give the gift to Jackson. Discuss.
   *Tyler had been in school with Jackson since kindergarten. They went to speech together. He said he liked Jackson, but he wasn’t a friend that he played with or went to games.*

3. Tyler said he stuttered pretty badly in kindergarten. What did he mean by that?
   *Tyler has a speech disorder that causes him to repeat sounds, usually the beginning of words. It gets worse when he is worried or scared.*

4. What did Tyler notice about the way Jackson behaved when he was in kindergarten?
   *Tyler noticed that Jackson kept his crayons in a straight line, even when he was using them.*

5. At the beginning of Chapter Three, Tyler tells us that Jackson is “still fretting about time.” Why was Mrs. Wilson impatient with Jackson?
   *When Jackson was sent to speech, he said he was supposed to make Easter bunny cookies at 2:00. Throughout the speech lesson, he kept looking at the clock and describing where the hands were. Miss Wilson got tired of hearing him tell about the clock instead of playing the speech game.*

6. At the end of Chapter Three, Tyler writes, “I hated having Jackson as a speech buddy back then. He was strange. He still is.” And in the last paragraph, he asks, “Don’t people know I have normal friends?” What is Tyler really worried about?
   *Tyler is worried that the people will see him with Jackson and think that he is strange like Jackson.*

**Chapters Four, Five, and Six**

7. Why do you think Tyler wrote, “Sometimes it was easier to let Drew have his way” after he finally turned on the ceiling fan for him?
   *Tyler knew that Drew wouldn’t give up. He would just keep asking him to turn on the fan.*
8. In first grade, what did Tyler notice when Jackson was so concerned about the rotating fan in his classroom?

   *Tyler noticed that Jackson wouldn’t give up. He kept asking the teacher to turn the fan to medium speed so it would stop moving from right to left. Tyler was impressed how fast Jackson was able to change the speed of the fan when the teacher wasn’t looking.*

9. How did the other students react to Jackson’s fixation on monkey tails in Chapter Five?

   *All of the students knew about the monkey tails. When these students learned to write in first grade, they used the D’Nealian script that includes little curvy lines at the end of some letters. Jackson, like their teacher, had been very strict about using the “monkey tails.” The students were not bothered when Jackson insisted that Mr. Fletcher add the monkey tails to his letters.*

10. How did Tyler feel when Jackson said, “Tyler Carson is my friend” (p. 35)?

   *Tyler couldn’t really understand why Jackson said that. To Tyler, Jackson was his speech buddy. But it was ok for Jackson to be his friend. Tyler felt sorry for him.*

11. Tyler was trying to tell his mom and dad about his problem with giving the present to Jackson. Why did Tyler’s dad think he was faking his stutter?

   *He wanted his parents to think he was nervous, and he wanted them to think that Marcus tricked the class into picking him. His parents said they would look into it. Tyler’s dad probably recognized when he was faking his stutter. His parents really wanted him to give the going away gift to Jackson.*

12. What did Tyler mean when he wrote that Miss Wilson’s stuffed monkey started Jackson’s obsession? What was Jackson obsessed about?

   *An obsession is when a person has a very great interest in something. To get Jackson interested in the stuffed monkey she was using for games in the class, she said the monkey was a Rhesus monkey. She had information from an encyclopedia that included many pictures. That got Jackson’s interest and he was allowed to borrow the book and take it home. From then on, Jackson learned and talked about all kinds of monkeys.*

Chapters Seven, Eight, and Nine

13. In Chapter Seven, Tyler keeps trying to convince his mom that he shouldn’t be the one to give the gift to Jackson. Why did his mom say, “It’s okay to be different. Look at your cousin Drew” (p. 46)?

   *Tyler’s mom wanted him to give the going away present to Jackson. She thought it would help him understand other children who are different.*
14. What does Tyler know about Drew? Does this make a difference when he thinks about Jackson?

   Tyler says that Drew has “Burger’s disease.” His mom tells him, it’s not a disease, it’s called Asperger’s syndrome. Tyler thinks this makes a difference because Drew has an excuse for his behavior. He has a disease or a syndrome. Jackson is just strange. Tyler never heard that Jackson had an excuse.

15. In Chapter Eight, why did Tyler think he was called to Miss Wilson’s room when he first got to school?

   Tyler thought his mom had asked Miss Wilson to help him with his stuttering so he would be able to say something to the class when he gave Jackson his going away gift.

16. In Chapter Nine, Miss Wilson checks with Aunt Lori before talking to Tyler about his cousin Drew. Why do you think she did that?

   Miss Wilson knew she needed Drew’s mother’s permission to talk about her son to Tyler. That information is private and you need to make sure the parents are OK with it.

17. How did Tyler react to Miss Wilson’s attempts to tell him about Asperger syndrome?

   He gets upset and acts like he doesn’t want to hear it. He mimics his mother’s voice when he says, “it’s okay to be different.” Tyler thought they were using Drew to really talk about Jackson, so he said, “You mean Jackson?” Miss Wilson told him to leave if he wasn’t ready to listen.

18. Why wasn’t Tyler relieved when his mom and Miss Wilson said they should find someone else to give the gift to Jackson?

   Tyler didn’t want someone else making the decision for him. He realized he had been wrong about Jackson and needed to apologize.

Chapters Ten, Eleven, and Twelve

19. Why couldn’t Miss Wilson tell Tyler that Jackson has Asperger syndrome?

   That is private information. She didn’t have permission from Jackson’s parents.

20. What did Drew do that reminded Tyler of Jackson?

   As Miss Wilson and Tyler talked about Jackson, Tyler realized that Drew and Jackson were a lot alike. The both had a hard time understanding people. They could be boring, but they are really smart. Sometimes they both act sort of odd, and always want things in a certain way. They both can go crazy when things aren’t right. He noticed that they both sometimes have trouble understanding things and find it hard to communicate, which is why they both are in speech.
Reading Guide for *Jackson Whole Wyoming* / Answer Key, Page 4 of 6

**Chapters Ten, Eleven, and Twelve, Continued**

21. What makes you think Tyler has changed his mind about giving the gift to Jackson? Explain.

At the end of Chapter Ten, Tyler says he has to go talk to Mrs. Linn about whether he should give the gift to Jackson. He has until Friday to decide.

22. How did Jackson become a trendsetter in third grade? Why was that important to Tyler?

Tyler remembers that in third grade, Jackson started to collect the used sticky notes that teacher had used as reminders for the students. He told the teacher that he sorted them by color and stacked them so he could count them. The other students started collecting sticky notes, too. Miss Berg said Jackson was a trendsetter because he did something that others copied. This told Tyler that the other students were proud of Jackson.

23. Why did Tyler now feel like he is a fraud?

Tyler realized that his reasons for not wanting to give the gift to Jackson were changing. At first he didn’t want to be a nerd like him. Now that he knows why Jackson acts strange sometimes, Tyler feels guilty. Maybe the whole class thought Tyler was a really good person because he was friendly to Jackson, but Tyler doesn’t feel like he was a real friend.

24. How did Tyler get Jackson to talk about Asperger syndrome?

Tyler asked Jackson if he ever heard of Asperger’s. Jackson told him about Hans Asperger and that it was a neurobiological condition.

25. Why was Jackson worried when Tyler said, “I know someone who has it” (p. 79)?

Jackson was afraid Tyler meant him. Jackson wasn’t allowed to tell anyone. His parents said he couldn’t.

26. Why did Tyler decide to tell Jackson about Drew?

Tyler wanted to try to make Jackson feel better. He told him about some of the things they had in common, like he knows a lot of things, including fans. He likes to play by himself.

27. How did Uncle Ray’s presentation in Tyler’s second grade classroom help Jackson?

Uncle Ray is blind/visually impaired. He showed the students how he could read and write with braille. Jackson showed the class that he could learn by touch, too. They created an alphabet using different kinds of cloth. Students could read words by touching the letters. Jackson could use his love of touching things in a positive way.
Read Guide for *Jackson Whole Wyoming/Answer Key*, Page 5 of 6

**Chapters Thirteen, Fourteen, and Fifteen, Continued**

28. What was Tyler’s mom worried about when she said, “I hope you didn’t mention anything about Drew to anyone, even Jackson” (p. 101)?

*Tyler was supposed to keep his information about Drew private. He wasn’t allowed to share it with anyone.*

29. At the end of Chapter Fifteen, Tyler writes, “Now I did want to give it to him, but I felt like I didn’t deserve it” (p. 110). What is causing Tyler to feel this way?

*Tyler has been trying to figure out how he really feels about Jackson. He likes many things about him, but he still thinks he acts strange. He shouldn’t have told Jackson about Drew. That was private. He’s still a little concerned about how the other students feel about him. Do they think he is like Jackson?*

**Chapters Sixteen, Seventeen, and Eighteen**

30. What has changed Tyler’s mind about how he views Jackson’s strange mistakes?

*Tyler remembered the pinwheel episode and how Jackson had taken a time out, even though Tyler and Marcus were at fault. Tyler thought about what he liked about Jackson, and how he didn’t complain when people lied about him. Tyler liked the fact that Jackson was always very honest.*

31. Why didn’t Jackson get in trouble when he presented his project, “Jackson Whole Wyoming”?

*Jackson was able to explain that he thought the teacher meant “Jackson, (do) Whole Wyoming.” He said he thought it meant Whole with an W, not Hole. So he did his project on the whole state of Wyoming, and not just one of the cities.*

32. How does Tyler describe the misgivings he feels about giving the book to Jackson in Chapter Eighteen?

*Tyler’s mom said that she told Mrs. Linn that Tyler was unsure about what he wanted to do, and Tyler agreed. He said that at first, he thought Marcus was tricking him into doing it so Tyler would look strange to the other students. Tyler also feels like he has been a fake friend to Jackson because sometimes he wasn’t nice to him. Tyler hasn’t tried to get together with him or call him. But he still wants to give him the book.*
Reading Guide for Jackson Whole Wyoming/Answer Key, Page 6 of 6

Chapters, Nineteen, Twenty, and Twenty-One

32. What was surprising when Jackson made jokes during the party?
   At first, it was Tyler who pointed out that Jackson had made a joke when he said that it would take a lot of cake batter to make a volcano cake as big as Mount Saint Helens. He said other things that the students laughed at, including the comment he made about Marcus.

33. How did Tyler feel when Amanda told him that it was her idea for him to give the book to Jackson?
   This comment surprised Tyler. He thought it was Marcus.

34. Why does he now feel it is an honor?
   Tyler feels it is an honor because he knew it was the right thing to do.

35. How doesn’t Tyler’s poem sum up what he learned from Jackson?
   Tyler learned to appreciate what he liked about Jackson and understand what was different.
Name: ___________________________  Date: ___________________________

Review the chapters in the story and complete the chart below.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>What Tyler is thinking, saying, an doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
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<td>Chapter One:</td>
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<td>The Honor</td>
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### Character Analysis, *Jackson Whole Wyoming*, Page 4 of 4

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<td>Chapter Twenty: The Gift Giver</td>
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<td>Chapter One: The Honor</td>
<td>What Tyler is thinking, saying, and doing now</td>
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<tr>
<td>Tyler thinks it was an honor to be picked to give the going away gift to Jackson, but he also thinks, “Why me?” He thinks Marcus suggested it because Marcus is out to get him. When his teacher asks Tyler if he doesn’t want to do it, he says, “Oh no, Mrs. Linn. I want to.” Tyler suggested the class write letters to say goodbye to Jackson.</td>
<td>Jackson is a nice person. He’s not mean to anyone. Jackson has always been weird. From Tyler’s first memories, Jackson was different.</td>
<td>Tyler has mixed feelings about giving Jackson the going away present. He’s not sure what he should do. He worries that other kids think he is odd, like Jackson.</td>
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<tbody>
<tr>
<td>Tyler sat in back seat on bus when he rode home from school. He wonders why he didn’t sit next to Jackson if he was really his friend.</td>
<td>In kindergarten, Jackson carefully lined up his crayons and only used them when he had to. Jackson shared crayons with Tyler. Tyler was nice to Jackson.</td>
<td>Tyler questions his feelings of friendship for Jackson. He has mixed feelings.</td>
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<tr>
<th>Chapter Three: Easter Bunnies</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
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<tbody>
<tr>
<td>Tyler thinks he needs to regain his reputation as a regular kid with regular friends.</td>
<td>In kindergarten, during speech class, Jackson kept looking at the clock and talking about the time. He was worried about decorating cookies. Tyler thinks Jackson is strange.</td>
<td>Tyler is worried about what other students think about him.</td>
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<th>Chapter Four: The Fan Man</th>
<th>What Tyler is thinking, saying, and doing now</th>
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<tr>
<td>Tyler gives in to Drew’s request to turn the fan on high at home. He tries to ask his mom how to get out of giving the gift to Jackson.</td>
<td>In first grade, Jackson keeps asking Mrs. Howard to turn down the fan so it doesn’t move left and right. He turns it down when she’s not looking. Tyler is amazed by how fast he moved.</td>
<td>Tyler is aware and has some understanding of Drew’s and Jackson’s behaviors.</td>
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### Character Analysis, *Jackson Whole Wyoming*/Answer Key—Page 2 of 8

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<tr>
<td>Chapter Five: Monkey Tails</td>
<td>Tyler tells his mom and dad he doesn’t want to give a speech because he stutters. He can’t be the one to give the gift to Jackson.</td>
<td>In first grade, Jackson insists that the counselor or add monkey tails the letters when he writes on the board. Jackson sits up very straight when his teacher tells him to straighten up. Jackson says that Tyler is his friend.</td>
<td>Tyler is trying to make up an excuse why he can’t give the gift to Jackson.</td>
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<tr>
<td>Chapter Six: More Monkey Tails</td>
<td>Tyler thinks he’s not as patient as his mother says he is. Instead he is quiet. He likes that his mother says he is smart, but he thinks Jackson is much smarter.</td>
<td>In first grade, Jackson isn’t interested in his speech teacher’s toy monkey. When she shows him an encyclopedia article, he wants to learn more. He becomes very interested in real monkeys.</td>
<td>Tyler respects Jackson’s ability to learn about things he is interested in.</td>
</tr>
<tr>
<td>Chapter Seven: The Crane</td>
<td>Tyler tells his mom he doesn’t want to give Jackson the book, but she says it was nice he was chosen. He thinks she just doesn’t understand that he would be nervous and stutter. He thinks it’s ok for his cousin Drew to be different because he has Burger’s Disease. That’s his excuse. He says he is a geek, just like Jackson. He says he just doesn’t want to do it.</td>
<td>In second grade, Jackson got in trouble because the crayon bin spilled. He tells exactly what he did. When his teacher told to control himself, he picks up the crayons one at a time, keeping his arms close to his body. Tyler decided it was best not to talk to Jackson when he was upset.</td>
<td>Tyler knows the real reason why he doesn’t want to give the book to Jackson. He doesn’t want his friends to think he is strange, like Jackson. Tyler felt that having a condition is an excuse to be different. Tyler was sensitive to Jackson’s feelings.</td>
</tr>
<tr>
<td>Chapter Eight: Office Visit</td>
<td>What Tyler is thinking, saying, and doing now</td>
<td>What Tyler remembers</td>
<td>What this tells us about Tyler</td>
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<td>-----------------------------</td>
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<tr>
<td>Tyler is upset when he is called to go to Miss Wilson, the speech teacher. He thinks this isn't necessary, because his stuttering isn't the real reason he doesn't want to give the gift. He laughs to himself when he sees Jackson lining up his pencils. He didn't like seeing his mom when he got to Miss Wilson's room. He didn't want to hear what they had to say.</td>
<td>When Jackson was called to get all his things together and go to the office, he insists on packing up everything in his desk and asks for some tops that were taken from him. The whole class including Tyler thought this was funny.</td>
<td>Tyler appreciates some of the strange things Jackson does.</td>
<td></td>
</tr>
</tbody>
</table>

| Chapter Nine: The Eavesdropper | Tyler told his mother that he overheard his Aunt Lori talking about Drew and his Burger's disease. He mimics his mother to show that he is mad at having to talk about his fear of being different. When his mom and teacher say they can find someone else, Tyler thinks that's not right. He needs to make up his own mind. Tyler is embarrassed about the way he had been acting. He knows he was wrong and needs to apologize. | Tyler is beginning to understand what the real problem is and why he has been acting so badly. He wants to apologize. |
Character Analysis, *Jackson Whole Wyoming/Answer Key*—Page 4 of 8

<table>
<thead>
<tr>
<th>Chapter Ten: All About Drew</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tyler says he is sorry and that he is ready to hear about Drew. Tyler wouldn’t like his teacher to tell others about his stuttering. When Miss Wilson described the things that Drew did, Tyler kept thinking of how Jackson did them, too. Tyler decided to change his mind about giving the gift.</td>
<td></td>
<td>Tyler begins to understand that his cousin and Jackson are alike.</td>
</tr>
</tbody>
</table>

| Chapter Eleven: The Trendsetter | Tyler thought he was being nice to Jackson to get back at Marcus. | In third grade, the teacher called Jackson a trendsetter. He liked to collect the used sticky note reminders and sort them and count them. Other students started to collect them, too. Mrs. Berg said that a trendsetter is a marvelous thing to be. | Tyler still doesn’t trust his feelings about Jackson. |

| Chapter Twelve: The Lunchroom Discovery | Tyler wondered if Jackson has Asperger’s, but knew he shouldn’t ask him. He should keep it a secret, except for a few people he felt he had to tell. Tyler invites Jackson to sit with him at lunchtime. He asks him if he ever heard of Asperger’s and then says that he knows someone who has it. When Jackson says he’s not supposed to tell, Tyler knows he has Asperger’s. | Tyler now understands that Jackson has Asperger’s, which explains why he acts the way he does. Tyler realizes that what he has done was wrong. He shouldn’t have tricked Jackson into telling him about Asperger’s. | |
### Character Analysis, *Jackson Whole Wyoming* / Answer Key — Page 5 of 8

<table>
<thead>
<tr>
<th>Chapter Twelve, continued</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Tyler felt bad for Jackson because he has this problem. He told Jackson how Drew is like him. Now that Tyler knows why Jackson is so strange, he feels guilty and he feels that he doesn’t deserve to give the gift.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter Thirteen: Uncle Ray</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Tyler really wants to talk about Jackson to his mom. Tyler told his mom that he figured out that Jackson needed help at lunch today.</em></td>
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<tr>
<td></td>
<td></td>
<td><em>In second grade, Jackson had difficulty keeping from touching everything. When he got to third grade, Mrs. Berg wanted to solve the problem that arose between Jackson’s touching and the students’ tattling. When Uncle Ray came to tell the class about what it was like being blind, the class created a special braille alphabet using things with different textures. Jackson loved touching his name written in the special braille. Mrs. Berg gave him the alphabet chart to keep at his desk, so he could touch it, and Jackson promised to stop touching other things.</em></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter Fourteen: The Pinwheel</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Tyler thinks of what to make to put in Jackson’s book.</em></td>
<td><em>Last year, Tyler took a pinwheel to school. When Jackson insisted on taking it, he gave in and told him to just keep it. When Marcus told the teacher that Jackson was being rude to other kids,</em></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><em>When Tyler thought that he didn’t like Jackson, he didn’t have the courage to stand up to Marcus’s lie. Now his attitude is changing.</em></td>
<td></td>
</tr>
<tr>
<td>Chapter Fourteen, Continued</td>
<td>What Tyler is thinking, saying, and doing now</td>
<td>What Tyler remembers</td>
<td>What this tells us about Tyler</td>
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<tr>
<td>Jackson said he just wanted the pinwheel. Jackson put the pinwheel in his backpack because he heard Tyler say, “Just keep it.” Marcus told the teacher that Tyler had told Jackson to give it back when he was done. Tyler didn’t say anything, so Jackson got a time-out</td>
<td></td>
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</tbody>
</table>

| Chapter Fifteen: Honesty Supreme | Tyler drew and decorated a picture of the pinwheel for Jackson’s book. Tyler told his mom about the conversation he had with Jackson at lunch. Tyler said he didn’t know why he asked Jackson directly about Asperger’s. He told his mom about the things that Jackson does that are good. Tyler says that Jackson is the most honest kid he knows. Tyler also says that he knows it wasn’t his business to find out that Jackson has Asperger’s. Now Tyler wants to give the book to Jackson, but feels like he doesn’t deserve to. | Tyler wanted to make it up to Jackson, so he pretended to blow a pinwheel when they were standing in line. Jackson blew hard and spit on him and Tyler tried to cover his face his library book and hit Jackson, causing him to bleed. Tyler convinces Jackson to let him do the talking when they tell Mrs. Marks so they don’t get in trouble. He just says that Jackson is bleeding. When the nurse reported back to Mrs. Marks, she thinks that Jackson has told another lie by not saying that he spit on Tyler. Jackson said that he forgot the first part, and Tyler didn’t. | Tyler understands better what he likes about Jackson. He has learned he shouldn’t have asked Jackson about having Asperger’s, and he feels guilty. |

| Chapter Sixteen: Questions, Questions, Questions | Tyler let Jackson follow his mom and him inside when he got to school early because he wanted him to think that they were such good friends they belonged together. | Tyler wants Jackson to know they are friends. |
### Character Analysis, *Jackson Whole Wyoming* / Answer Key — Page 7 of 8

<table>
<thead>
<tr>
<th>Chapter</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Sixteen, Continued</td>
<td>Jackson's story about Marcus and Santa Claus reminds Tyler why people make fun of him Jackson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chapter Seventeen: Jackson Whole Wyoming</td>
<td>Tyler wanted to help Jackson when he had an accident, so he told him to go to the nurse. Tyler watches as Jackson explains that he did Jackson Whole Wyoming for his project and notices that a smile on his face. He was worried when the teacher said they might have to get someone else to give the book to Jackson.</td>
<td></td>
<td>Tyler shows he cares about Jackson. He notices that Jackson seemed to get the joke he made.</td>
</tr>
<tr>
<td>Chapter Eighteen: Misgivings</td>
<td>Tyler tells his mom that he thinks Mrs. Linn doesn't want him to give the book to Jackson. Tyler wanted his mom to think he was mad at her for telling Mrs. Linn about his asking Jackson about Asperger's. Tyler agreed with his mom; he did have misgivings. He feels like he has been a fake friend to Jackson. Tyler decides to write something for Jackson to let him know that he is a real friend. Tyler also decides he wants to give Jackson the book.</td>
<td></td>
<td>Tyler wants to be sure Jackson knows he is a real friend.</td>
</tr>
</tbody>
</table>
### Character Analysis, *Jackson Whole Wyoming* / Answer Key — Page 8 of 8

<table>
<thead>
<tr>
<th>Chapter Nineteen: The Party</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler asked Jackson to play basketball with him. Tyler was upset that rest of the kids didn’t play with them for very long. Tyler told Jackson he made a joke when he said that a volcano cake that look likes Mount Saint Helen’s would take a lot of cake batter and that it was a chocolate volcano. Tyler tried to make Jackson feel good about his jokes. Tyler told Amanda they needed to talk to the teacher about the book.</td>
<td></td>
<td>Tyler wants others to appreciate Jackson.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter Twenty: The Gift Giver</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler asks Amanda if she wants to give the book. He tells Mrs. Linn that he wants to do it. It is the right thing to do. Tyler admits that he will miss Jackson. He thinks he looks at things differently because of him. Tyler was surprised when Jackson didn’t even open the book or talk to anyone. He realized it was just Jackson being Jackson. Tyler told Jackson good luck and bye.</td>
<td></td>
<td>Tyler’s way of looking at things has changed because of Jackson.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter Twenty-One: Sometimes</th>
<th>What Tyler is thinking, saying, and doing now</th>
<th>What Tyler remembers</th>
<th>What this tells us about Tyler</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler tells his mom that the crumpled paper she found was something he had written for Jackson</td>
<td></td>
<td>The poem reflects the way Tyler feels about Jackson</td>
<td></td>
</tr>
</tbody>
</table>
# Grade Four Opinion Writing Frame

<table>
<thead>
<tr>
<th>Topic:</th>
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<tbody>
<tr>
<td>Opinion:</td>
</tr>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Organization:</th>
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</table>

<table>
<thead>
<tr>
<th>Reasons:</th>
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</table>

<table>
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<tr>
<th>Conclusion:</th>
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</thead>
</table>


## Grade Four Opinion Writing Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction, Topic and Opinion</strong></td>
<td>Does not include a topic sentence, introduce the topic, or state an opinion</td>
<td>Includes an opening sentence, but does not adequately introduce the topic or state the opinion</td>
<td>Includes a topic sentence that introduces the topic and states opinion</td>
<td>Includes a topic sentence that introduces the topic, states opinion, and “hooks” the reader</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Lacks organization of reasons and support</td>
<td>Has some organization but fails to list reasons or reasons are unclear</td>
<td>Has an organizational structure that lists the reasons for the opinion</td>
<td>Has an organizational structure that lists the reasons for the opinion and “chunks” supporting details</td>
</tr>
<tr>
<td><strong>Support and Details</strong></td>
<td>Does not include textual support for the opinion</td>
<td>Includes little support for opinion using few or no details from the text</td>
<td>Includes adequate support for opinion using details from the text</td>
<td>Includes ample support for opinion using details from the text</td>
</tr>
<tr>
<td><strong>Linking Words</strong></td>
<td>Does not include use of linking words</td>
<td>Includes use of few linking words to connect opinion and reasons</td>
<td>Includes use of some linking words to connect opinion and reasons</td>
<td>Includes use of several linking words to connect opinion and reasons</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Does not include a concluding sentence</td>
<td>Closing sentence is not related to the topic</td>
<td>Includes a concluding sentence about the topic</td>
<td>Includes a concluding sentence that restates topic</td>
</tr>
<tr>
<td><strong>Grade-Appropriate Conventions and Grammar</strong></td>
<td>Contains many errors in conventions and grammar, impeding the ability to understand the written work</td>
<td>Contains several errors in grade-appropriate conventions and grammar</td>
<td>Contains few errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences with varied sentence structures)</td>
<td>Contains no errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences with varied sentence structures)</td>
</tr>
</tbody>
</table>
**The Hangashore**  

**Grade Five**

**Short Summary**
This lesson is about the importance of self-respect and acceptance of others. A pompous new magistrate from London comes to a fishing village in Newfoundland after the Second World War. He acts as if he is better than everyone. Only John, who has intellectual disabilities, has the courage to stand up to him. In the end, John gains the magistrate’s appreciation and respect. This story may be used in conjunction with studies on Canada (Newfoundland). The lesson plan addresses the following literacy skills: quoting accurately from the story when explaining what the story says explicitly and when drawing inferences from the story; determining a theme of a story from details in the text, including how characters in a story respond to challenges; determining the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes; and writing opinion pieces, supporting a point of view with reasons and information.

**Estimated Time**  
Four lessons  
4 hours

**Florida Standards Language Arts**
LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
   b. Provide logically ordered reasons that are supported by facts and details.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   d. Provide a concluding statement or section related to the opinion presented.

**Learning Objectives**
Students will be able to quote accurately from the story when explaining what the story says explicitly and when drawing inferences from the story.
**Lesson Plan: The Hangashore, Continued**

**Learning Objectives, Continued**
Students will be able to determine a theme of a story from details in the text, including how characters in a story respond to challenges; summarize the text. Students will be able to determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**Disability Awareness Objective**
Students will be able to demonstrate understanding of the importance of treating persons with disabilities with respect and acceptance.

**Materials**
Vocabulary Chart for The Hangashore worksheet with Answer Key  
Answering Questions about The Hangashore worksheet with Answer Key  
How Do Characters Contribute to the Theme? worksheet with Answer Key  
Grade Five Opinion Writing Frame  
Grade Five Opinion Writing Rubric

**Formative Assessments**

**Teaching Phase**

**Introducing the Story.** This section of the lesson provides information about the book: the title—The Hangashore, and the setting—Newfoundland in 1945. The teacher can assess student understanding by asking questions and observing students’ comments and provide additional explanations or pictures to clarify misconceptions. The teacher can assess the way students respond to the questions about respect and acceptance in terms of how well they understand the importance of showing respect and acceptance for others who are different and their ability to identify examples.

**Understanding the Vocabulary.** This story includes words and phrases and dialect that may be unfamiliar for students. Have students paraphrase the meaning of difficult words and phrases as they complete the “What I Think It Means” column in the Vocabulary Chart. Evaluate the responses of individual students in “What It Really Means” column for clarity, accuracy, and appropriateness for the context. Reteach as necessary. (Note that students are not expected to become proficient with all of the vocabulary and dialect. Only selected words and phrases are included on the copy of the Vocabulary Chart that students complete.)
### Lesson Plan: *The Hangashore*, Continued

**Answering Questions about the Text.** Teachers can assess the accuracy and clarity of students’ answers to the questions about the text, as well as the appropriateness and relevance of the quotations included in the response. Teachers should also evaluate the students’ correct use of quotation marks and notation of page numbers.

**Guided Practice**

*Understanding the Theme.** Students work in pairs to complete the 3-column graphic organizer, “How do characters contribute to the theme?” The teacher can assess this activity by observing the accuracy and clarity of the details recorded about “How the characters responded” and the students’ insight to the motives and behaviors of the characters noted in the last column, “What this tells me about the characters.”

The follow-up discussion is about the themes of the story. Teachers can observe the relevance of the comments and the inferences that students make in their responses to the questions to assess this activity.

**Educative Assessment**

When asking questions while reading the story to the students, note the reasonableness of their answers. If children have difficulty thinking of answers to questions that require inferences, use prompts, such as the illustrations and verbal cues. For guided practice, help students identify themes by pointing out specific examples of things the characters do to show self-respect and acceptance. Encourage students to elaborate their thoughts as they write their answers to the questions during independent practice in more detail.

**Summative Assessment**

**Independent Practice.** Students will complete an opinion writing piece to demonstrate their understanding of the most important theme of the story. Students may use the Grade Five Opinion Writing Frame to plan their response. Teachers will use the Grade Five Opinion Writing Rubric to evaluate how well students met the expectations of the learning objective for writing. The teacher can also assess the learning objective for reading literature by providing written feedback that evaluates how well the students reflected an understanding of how the thoughts, words, and actions of characters contributed to the theme in the story and explained how this theme applies in their own lives.
Lesson Plan: *The Hangashore*, Continued

### Guiding Questions

What are strategies for determining the meaning of unknown words and phrases in text?  
Why is it important to quote accurately from text when answering questions about the text?  
How do the characters’ thoughts, words, and actions contribute to the theme of the story?  
How can we support our opinions about the theme of a story? How do people show that they respect and accept others?  
Why is it important to respect and accept persons with disabilities?

### Prior Knowledge

Students need to know how to ask and answer questions about text, referring back to the story and quoting accurately in their response.  
Students need to know that the words and actions of characters drive the events in the story.  
Students need to know how to determine the theme in a story.  
Students need to know a variety of strategies for determining the meaning of unknown words and phrases.  
Students need to know how to write an opinion piece using grade-appropriate organization, grammar, and conventions.

### 1. Teaching Phase

#### Introducing the Story.

Ask: What is a hangashore?  
Record students’ ideas on the vocabulary chart included at the end of this lesson plan. Don’t provide the definition given in the story yet, because the author intentionally uses the term to help the reader think more deeply about the main characters in the story. Tell students that the story will explain what the word really means.  
Say: *The Hangashore takes place in Newfoundland, Canada. It was written and illustrated by Geoff Butler, who grew up on the island of Newfoundland.*  
The teacher may wish to provide additional background information about the setting the island of Newfoundland after the end of World War II. Third grade geography standards include a study of Canada in the context of the focus on North America. World War II is not addressed in the Next Generation Sunshine State Standards for Social Studies until high school, but students may have knowledge of the specific Newfoundland region and of the time that they may have gained from the media or their family.
Lesson Plan: *The Hangashore*, Continued

**Location.** The island of Newfoundland is located on the eastern shore of Canada. The majority of people live in fishing villages along the coast, with the remaining people living in cities and towns. The economy still relies on the natural resources, primarily mining, oil production, fishing and logging. Show students the location using a map of North America. http://www.worldatlas.com/webimage/countrys/namerica/province/nfz.htm

This website provides information about the history of the area and a few pictures that can be shared with students.

**Time.** This story takes place in 1945 when Newfoundland was still a colony of England. It did not become part of Canada until 1949. 1945 was an important time in history because it marked the end of World War II. For purposes of this story, students need to know that the war was fought in Europe (with Germany) as well as other places in the world, including Asia and the Pacific islands (with Japan).

Because Newfoundland was part of England, many people who lived there became soldiers and went to Europe to fight in the war. When Germany surrendered on May 7, 1945, it ended the war in Europe. A big celebration was held on May 8, 1945, called V-E day, which means Victory in Europe. This event plays an important role in *The Hangashore*. Briefly discuss the above description of the setting of the story and clarify any misconceptions students may have about the location or time.

For additional information on World War II for students:
http://www.scholastic.com/teachers/article/world-war-ii-overview

For additional information on Newfoundland in World War II:
http://www.heritage.nf.ca/law/wwii.html

**Characters and Conflict.**

Say: *This is a story about a conflict between two characters that has a surprising ending. The following information on the cover of the book helps to set the stage for the story.*

*A hangashore is a fellow who's too lazy or unreliable to fish in the sea. Although a colorful term from Newfoundland, it can apply to anyone without the heart and courage to get on with life.*
Introducing the Story, Continued

The Second World War has just ended, and a self-important magistrate is sent to a tiny fishing village to represent the government. He expects respect from everyone because of his great position, but he does little to earn it. Even on the happiest occasion—when the village’s young men return from war—he is too pompous to show them any kindness.

There cannot be anyone in the village who is more different from the magistrate than John Payne, the minister’s son. John, who has Down syndrome, does not understand or care about titles. He judges people by their actions, not their office. He clashes with the magistrate over and over, until the magistrate threatens to have John sent to an institution. John is made to feel like a hangashore.

It takes an accident at sea to make the magistrate appreciate John’s abilities. He finally realizes that John’s values are worth more than any official title, and that a hangashore can come in all forms.

Ask: How can people show that they respect and accept others? Why is it important to respect and accept persons who have a disability? Discuss.

Help students explore their feelings about respect and acceptance of people who are different. Ask if students if they have ever seen another child tease or bully someone with a disability. Explain that one of the main characters, John, has a disability known as Down syndrome. Common characteristics of persons with Down syndrome are that they have difficulty speaking clearly, learn more slowly than their peers, and are friendly.

Understanding the Vocabulary.

The Hangashore is set in a time and place that may not be familiar to students. In addition, the language used to tell the story includes specific dialect and vocabulary that students may find difficult to understand. Because of the complexity of the language in this book, this lesson uses a close reading approach in which each reading allows the students to dig deeper into the text.

Explain that the author has written the story using words and phrases that reflect the way the local people actually talked so that the reader can better understand what life was like for the characters. Provide examples of words and phrases that are commonly used in one region, but not another. For example, some people in the South say “y’all” to mean everybody.

Say: Here are some examples from The Hangashore.
Lesson Plan: The Hangashore, Continued

Understanding the Vocabulary, Continued

Display these examples in writing and point out the unfamiliar terms.

When the new magistrate (a judge) was sent from England, he went to church. This was the first time the local islanders got a chance to see him. They said:

“His Lordship’s in fine trim this morning,” (third page, paragraph 5). Ask students to tell what this statement means.

When the magistrate orders that Mose pay a fine for breaking the law, Mose says,

“...that’s a bit more than I’m up to, seein’ as my pockets ain’t seen naught by coppers in a dog’s age,” (fifth page, paragraph 4). Ask students to tell what this statement means.

Ask: What are strategies for determining the meaning of unknown words and phrases in text? Discuss different strategies that students have learned, such as look for clues in the sentence, look at word parts, use a reference tool like a dictionary, or locate information in trusted online sources, etc.

Display a copy of the 4-column Vocabulary Chart included at the end of this lesson with an answer key that includes these headings: Unknown Word/Phrase, What I Think It Means, Strategy I Used to Determine Meaning, What It Really Means. Provide a copy of a blank Vocabulary Chart to each student for keeping a record of difficulty vocabulary. Students will use the Vocabulary Chart to keep notes on unknown words and phrases they encounter in the story.

Read the story aloud, stopping to address the vocabulary listed in the Vocabulary Chart included at the end of this lesson. A good tip is to prewrite the words/phrases on sticky notes and place them in the book on the page that each word/phrase is addressed.

Because the meaning of many of the words and phrases can be determined from clues in the sentences as well as the illustrations, read the page aloud first, and then refer to the textual context where each word is found and guide students into determining the meaning. As appropriate, refer to a dictionary or trusted internet source for additional information. Remind students that many of the words/phrases are based on the Newfoundland dialect and contain vocabulary and characteristics of speech used in Newfoundland, which gives it authenticity.

The Vocabulary Chart also includes many similes used by the author to convey some of the key ideas and messages. An in-depth study of simile is not part of this lesson. They are included in the vocabulary section to ensure that students understand what is meant. Selected words in the chart are bolded to indicate which words students should record in their own Vocabulary Chart. Page locations are provided, although pages are not numbered in the book. The first page of the story after the Dedication, with a painting of a church.
Lesson Plan: *The Hangashore, Continued*

**Scaffolding for First Reading.** Students may need additional scaffolding to comprehend this story on the first reading. The teacher can use previews to highlight what is going on and introduce selected vocabulary before reading each page.

**2nd Page Preview:** The story begins at the dock where the islanders gathered when a boat carrying passengers or cargo arrives. A new judge, called a magistrate, arrived from England.

**Vocabulary:** beckoning, parishioners, magistrate, refine the behavior, posting

**3rd Page Preview:** The magistrate goes to church and sits in the front pew, which is reserved for him. John is in the front pew on the other side of the church because he is the minister’s son. John is sixteen, but people said he was slow or not right in the head. In fact, John has Down’s syndrome, a type of disability.

**Vocabulary:** singing seats, dialect, self-absorbed

**5th Page Preview:** Mose broke the law and is in court the first day because the constable found him selling a brace of skinned rabbits. The magistrate will levy a fine.

**Vocabulary:** layabout, constable, brace of skinned rabbits, mock this court, levy, seen naught but coppers, in a dog’s age

**7th Page Preview:** The people on the island don’t like the way the magistrate acts, especially at the V-E Day service (Victory in Europe) celebration when a contingent of soldiers parade by.

**Vocabulary:** trifles, there’s a slippery stone at his door, VE Day service, Union Jacks, contingent, strains, bedrock of society, sunker, tarnish on his character

**9th Page Preview:** John’s father decided he needed to talk to him about the magistrate to explain why John shouldn’t be upset by the way he is treated.

**Vocabulary:** as smart as a bee, as welcome as flowers in May, as cold as a dog’s nose

**11th Page Preview:** The magistrate read a proclamation and formally welcomed the soldiers as they got off the boat, but he wouldn’t let the soldiers sit in his front pew at the special church service.

**Vocabulary:** proclamation, petty affairs, perceived as ingratitude

**13th Page Preview:** John surprises the magistrate when he tells him, “You look as lonely as a gull on a rock…” and “it’ll take all the religion that’s in me to sit down by a hangashore.” The magistrate gets angry and threatens to send John to an institution. In the 1940s, it was common practice to place people with intellectual disabilities, like John, in a residential institution, to protect them from society and to protect society from them.

**Vocabulary:** as lonely as a gull on a rock, hangashore, half wit, institution, harassed

**15th Page Preview:** John hurries to the dock to leave and runs into Mose. Mose tells him how brave he was. But John is now afraid because he mocked the magistrate.

**Vocabulary:** gumption, mocked
Lesson Plan: The Hangashore, Continued

Scaffolding for First Reading, Continued

17th and 19th Page Preview: John got into the tender to go to the motorboat to go to Little Cove. The next day Mose took the magistrate for a trip to the mainland where Mose picked up some booze (liquor). The next day the magistrate was worried when they left because Mose was “under the influence.”

Vocabulary: tender, beck and call, under the influence, jig, grapnel

21st Page Preview: John is fishing in a boat mulling over what the magistrate said. Nearby Mose and the magistrate are also fishing, when a whale takes hold of the hook (grapnel).

When Mose fell out, the boat with the magistrate took off.

Vocabulary: mulling, as foolish as a caplin

23rd Page Preview: John pulls Mose into his boat and together they cut the grapnel rope to free the whale and save the magistrate.

Vocabulary: to boot, blighter

25th Page Preview: Mose and the magistrate talk about John on the way back to the island. The magistrate asks what John meant when he called him a hangashore.

Vocabulary: hangashore, stalwart, chains of office

27th Page Preview: Back on the island, the magistrate goes to church and then to the rectory (minister’s house) to thank John for rescuing him.

Vocabulary: outports

Answering Questions about Text.

Ask: Why is it important to quote accurately from text when answering questions about the text? Discuss.

Provide the questions on the “Answering Questions about The Hangashore” worksheet (included at the end of this lesson with an answer key) to partners or small groups of students. Have students reread each page of text together aloud, finding the answers to the questions and quoting the text when appropriate to support their answer.

Because the pages in the book are not numbered, have students put sticky notes on each page with the page number references used in the worksheet. When students have completed the task, allow them to pair with another group and compare answers.

Discuss the answers in whole group, clarifying any misconceptions and praising students for providing textual support. Summarize the story together.
Lesson Plan: *The Hangashore*, Continued

2. Guided Practice
Understanding the Theme.
Ask: *How do the characters’ thoughts, words, and actions contribute to the theme of the story?*
Discuss.
Provide students with a 3-column graphic organizer, “How Do the Characters Contribute to the Theme?” with the following headings: Event or Challenge in the Story, How the Character Responded, What That Tells Me about the Character. A copy of the How Do the Characters Contribute to the Theme? worksheet with an answer key is included at the end of the lesson. Have students partner up to reread the text and find the information to complete the chart once you have modeled the first one or two examples. Circulate and provide support as needed. Once students have completed the task, allow them to share their findings with the whole group.
Post these three questions on a large chart or on the board:
1. **What can we learn from this story?**
   Have students write responses on cards or large sticky notes. Ask students to read their responses and post them on chart paper. Group similar responses and ask the students to describe how you grouped them (setting, actions and beliefs of individual characters [John, the Reverend, the magistrate, Mose], attitude of the islanders).
2. **How can we determine the theme in a story?**
   Identifying the theme of a story requires making inferences based on what the characters do or say in response to the events in the story. The theme may show up in a pattern (things that reoccur) or as the result of something that happens that teaches a lesson.
3. **What themes are reflected in the story?**
   Review the graphic organizer, How Do the Characters Contribute to the Theme?, and have students identify possible themes. Responses may include being friendly, showing respect and accepting others, self-awareness. Have students identify examples in the story of things the characters did or said that reflect the themes they identify.

3. Independent Practice
Ask: *How can we support our opinions about the theme of a story?* Discuss.
**Lesson Plan: The Hangashore, Continued**

3. **Independent Practice, Continued**

Discuss the Grade Five opinion writing rubric:
- Introduce the topic and state your opinion clearly.
- Create a way to organize the reasons to support your opinion.
- Provide the reasons that are supported by facts and details.
- Use linking words to show how your ideas are connected, such as consequently and specifically.
- Provide a concluding statement or section that is related to the opinion.
- Use correct grammar and spelling.

Model how to write an opinion statement using the Grade Five Opinion Writing Frame (included at the end of this lesson) in response to the following prompt related to the story.

*What was the most important thing that John learned from his father, the Reverend Payne?*

**Grade Five Opinion Writing Frame**

<table>
<thead>
<tr>
<th>Topic</th>
<th>What John learned from his father</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion</td>
<td>I think the most important thing John's father taught him was not to blame himself for the way he was treated by the magistrate.</td>
</tr>
<tr>
<td>Organization</td>
<td>Reasons are arranged from least to most important.</td>
</tr>
<tr>
<td>Reasons</td>
<td>1. John's father taught John to be independent by letting him sit in the front pew by himself (illustration, 4th page).</td>
</tr>
<tr>
<td></td>
<td>2. John's father tried to make John feel better after the service, by explaining that the magistrate was busy and didn't understand how children acted because he didn't have any of his own (7th page).</td>
</tr>
<tr>
<td></td>
<td>3. John's father tried to help John understand that people like the magistrate are not better than him. The magistrate can learn from John because others like him so much. He explained to John that magistrate wasn't friendly and said maybe he doesn't like himself (9th page).</td>
</tr>
<tr>
<td>Conclusion</td>
<td>John learned how to understand why the magistrate acted the way he did and that he shouldn't blame himself.</td>
</tr>
</tbody>
</table>

**Example**

*John learned many important things from his father, the Reverend Payne. He learned how to be independent, and he was allowed to sit in the front pew of the church. When John became upset because the magistrate wasn't nice to him, his father taught him to try to understand why the magistrate acted the way he did toward him. He said that the magistrate was busy. The magistrate was not used to being around children because he didn't have any of his own. The most important thing that John learned from his father was to feel confident in himself and try to understand why the magistrate acted the way he did. John didn't blame himself.*
Lesson Plan: The Hangashore, Continued

Example, Continued

Review the themes from the above activity, Understanding the Theme. Have students select one of the themes of the story and write an opinion piece that responds to the following questions.

1. What is the most important theme in The Hangashore?
2. What reasons and evidence support the theme?
3. How does this theme apply to my own life?

Use the Grade 5 Opinion Writing Rubric included at the end of this lesson to evaluate how well the students met the learning objective for writing. Provide additional written feedback that evaluates how well the students reflected an understanding of how thoughts, words, and actions of characters contributed to the theme in the story and explained how this theme applies in their own life.

4. Closure

Ask students to share what they learned about respect and acceptance from the story and how they think it will help them in the future. As appropriate, continue to point out and reinforce instances of students showing self-respect and acceptance of individuals with disabilities.

5. Extensions

Provide more information about Newfoundland and World War II.
http://www.newfoundlandlabrador.com/AboutThisPlace/History

Consider exploring other stories that have the same theme as this story, such as The Crow Boy, Sosu’s Call, and Wintering Well.

Accommodations

Use alternative strategies when communicating with children who are non-verbal, English Language Learners, or who have language delays, such as locate illustrations to respond to questions or use an augmentative alternate communication device. Assign specific students who can support the partner or small group activity for students who have difficulty working together.
Lesson Plan: *The Hangashore, Continued*

**Accommodations, Continued**

Provide a writing frame for the summative response that includes a planning template like the one used for the model for students who have difficulty with written expression.

You will find more information on positive attitudes and productive relationships in the Disability Awareness section and information about sharing opinions in the Language Arts & Literacy section of this resource. Descriptions of the books listed in this lesson plan in the Extensions activity are included in Using Children’s Literature to Increase Disability Awareness and Additional Resources in this guide.

The entire lesson plan can be downloaded from CPALMS.org
http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74923
# Vocabulary Chart, *The Hangashore*

<table>
<thead>
<tr>
<th>Unknown Word/Phrase</th>
<th>What I Think It Means</th>
<th>Strategy I Used to Determine Meaning</th>
<th>What It Really Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>hangashore (title)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dedication, 13th page, ¶ 1, 25th page, ¶ 3, 5, 27th page, ¶ 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>magistrate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd page, ¶ 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>self-absorbed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd page, ¶ 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>levy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th page, ¶ 3</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>11th page, ¶ 1</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>petty</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>11th page, ¶ 3</td>
<td></td>
<td></td>
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<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13th page, ¶ 3</td>
<td></td>
<td></td>
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</tr>
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<td>mocked</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>15th page, ¶ 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>jig (jigging)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19th page, ¶ 1, 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grapnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19th page, ¶ 3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>mulling</td>
<td></td>
<td></td>
<td></td>
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<td>21st page, ¶ 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stalwart</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25th page, ¶ 6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Vocabulary Chart, The Hangashore/Answer Key, Page 1 of 5**

Note: Page locations are provided, although pages are not numbered in the book. The first page of the story is the page after the Dedication, with a painting of a church. Bolded words are included on the chart for students.

<table>
<thead>
<tr>
<th>Unknown Word/Phrase</th>
<th>What I Think It Means</th>
<th>Strategy I Used to Determine Meaning</th>
<th>What It Really Means</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>hangashore</strong></td>
<td></td>
<td></td>
<td>a fellow who's too lazy or unreliable to fish in the sea someone who's too bad to be called a good for nothin' an unlucky person deserving pity, someone who's idle and mischievous</td>
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<td>(title) Dedication, 13th page, ¶ 1, 25th page, ¶3, 5, 27th page, ¶3</td>
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<td>Clues in the inside cover, dedication, and the story</td>
<td></td>
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<td>beckoning</td>
<td></td>
<td></td>
<td>(bell) calling the parishioners to Sunday worship calling</td>
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<td>Clues in the sentence</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>church members</td>
</tr>
<tr>
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<td></td>
<td>Clues in the sentence</td>
<td></td>
</tr>
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<td><strong>magistrate</strong></td>
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<td>Dictionary</td>
<td>law officer, judge</td>
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<td>2nd page, ¶ 3</td>
<td></td>
<td>Dictionary</td>
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<td>position</td>
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<td>Clues in the sentence, &quot;Take up his posting&quot;</td>
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<td>refine the behavior</td>
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<td>He had to improve the behavior</td>
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<td>Clues in the sentence Dictionary</td>
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<td></td>
<td>Clues in the sentence</td>
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<td>way of speaking of the islanders</td>
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<td>Clues in the sentence Dictionary</td>
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<td>Structural analysis</td>
<td>self-centered</td>
</tr>
<tr>
<td>3rd page, ¶ 6</td>
<td></td>
<td>Structural analysis</td>
<td></td>
</tr>
<tr>
<td>layabout</td>
<td></td>
<td></td>
<td>person who didn't follow the law</td>
</tr>
<tr>
<td>5th page, ¶ 1</td>
<td></td>
<td>Clues in the sentence</td>
<td></td>
</tr>
<tr>
<td>Unknown Word/Phrase</td>
<td>What I Think it Means</td>
<td>Strategy I used to Determine Meaning</td>
<td>What It Really Means</td>
</tr>
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<td>-------------------------------------------</td>
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<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>constable 5th page, ¶ 1</td>
<td></td>
<td>dictionary</td>
<td>police officer</td>
</tr>
<tr>
<td>brace of skinned rabbits 5th page, ¶ 1</td>
<td></td>
<td>English usage recommend that teacher provide explanation</td>
<td>a tied-up group of dead rabbits after hunting</td>
</tr>
<tr>
<td>mock this court 5th page, ¶ 3</td>
<td></td>
<td>clues in the sentence dictionary</td>
<td>ridicule</td>
</tr>
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<td><strong>levy</strong> 5th page, ¶ 3</td>
<td></td>
<td>dictionary</td>
<td>collect</td>
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<tr>
<td>seen naught but coppers 5th page, ¶ 4</td>
<td></td>
<td>clues in the sentence</td>
<td>pennies</td>
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<td>in a dog's age 5th page, ¶ 4</td>
<td></td>
<td>common idiom</td>
<td>long time</td>
</tr>
<tr>
<td>trifles 7th page, ¶ 1</td>
<td></td>
<td>clues in the sentence</td>
<td>little things</td>
</tr>
<tr>
<td>There's a slippery stone at the door 7th page, ¶ 2</td>
<td></td>
<td>clues in the sentence Internet [1]</td>
<td>If he can't do the job of being a good judge, he will have to leave</td>
</tr>
<tr>
<td><strong>V-E Day service</strong> 7th page, ¶ 3</td>
<td></td>
<td>dictionary Internet [1]</td>
<td>Victory in Europe Day, May 8, 1945 to celebrate the acceptance of the surrender of Germany in World War II</td>
</tr>
</tbody>
</table>
### Vocabulary Chart, *The Hangashore/Answer Key, Page 3 of 5*

<table>
<thead>
<tr>
<th>Term</th>
<th>Page, Paragraph</th>
<th>Origin</th>
<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>contingent</td>
<td>7th, 3</td>
<td>clues in the sentence</td>
<td>group</td>
</tr>
<tr>
<td>strains</td>
<td>7th, 3</td>
<td>clues in the sentence</td>
<td>melody or song</td>
</tr>
<tr>
<td>bedrock of society</td>
<td>7th, 7</td>
<td>clues in the sentence</td>
<td>foundation</td>
</tr>
<tr>
<td>sunker</td>
<td>7th, 8</td>
<td>slang</td>
<td>rock that sinks, no good</td>
</tr>
<tr>
<td>tarnish</td>
<td>7th, 9</td>
<td>dictionary</td>
<td>blemish, stain, not a good reflection</td>
</tr>
<tr>
<td>as smart as a bee</td>
<td>9th, 1</td>
<td>simile clues in the sentence</td>
<td>very intelligent</td>
</tr>
<tr>
<td>as welcome as the flowers in May</td>
<td>9th, 3</td>
<td>simile clues in the sentence</td>
<td>people are happy to see it</td>
</tr>
<tr>
<td>as cold as a dog's nose</td>
<td>9th, 5</td>
<td>simile clues in the story</td>
<td>unfriendly standoffish</td>
</tr>
<tr>
<td>proclamation</td>
<td>11th, 1</td>
<td>dictionary</td>
<td>written statement</td>
</tr>
<tr>
<td>petty</td>
<td>11th, 3</td>
<td>dictionary</td>
<td>unimportant</td>
</tr>
<tr>
<td>perceived as ingratitude</td>
<td>11th, 4</td>
<td>dictionary</td>
<td>not unappreciated thankless</td>
</tr>
<tr>
<td>as lonely as a gull on a rock</td>
<td>13th, 1</td>
<td>clues in the sentence simile</td>
<td>all by yourself</td>
</tr>
<tr>
<td>hangashore</td>
<td>13th, 1</td>
<td>clues in the story</td>
<td>an unlucky person deserving pity</td>
</tr>
</tbody>
</table>
**Vocabulary Chart, The Hangashore/Answer Key, Page 4 of 5**

<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Source(s)</strong></th>
<th><strong>Definition</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>institution</td>
<td>13th page, ¶ 3, clues in the sentence dictionary</td>
<td>a place where an organization takes care of people, usually for a long time</td>
</tr>
<tr>
<td>half wit</td>
<td>13th page, ¶ 3, slang</td>
<td>person who isn’t very smart</td>
</tr>
<tr>
<td>harassed</td>
<td>13th page, ¶ 3, clues in the sentence dictionary</td>
<td>treated badly stressed</td>
</tr>
<tr>
<td>brin bag</td>
<td>13th page, ¶ 4, clues in the story illustration</td>
<td>duffel bag</td>
</tr>
<tr>
<td>gumption</td>
<td>15th page, ¶ 2, dictionary</td>
<td>courage</td>
</tr>
<tr>
<td>mocked</td>
<td>15th page, ¶ 5, dictionary</td>
<td>mimic, tease</td>
</tr>
<tr>
<td>tender</td>
<td>17th page, ¶ 1, illustration</td>
<td>small boat</td>
</tr>
<tr>
<td>beck and call</td>
<td>17th page, ¶ 5, Internet <a href="http://www.phrases.org.uk/meanings/beck-and-call.html">http://www.phrases.org.uk/meanings/beck-and-call.html</a></td>
<td>come any time you are asked</td>
</tr>
<tr>
<td>under the influence</td>
<td>17th page, ¶ 7, thesaurus</td>
<td>drunk, intoxicated</td>
</tr>
<tr>
<td>jig (jigging)</td>
<td>19th page, ¶ 1, 3, clues in the sentence dictionary</td>
<td>fish</td>
</tr>
<tr>
<td>grapnel</td>
<td>19th page, ¶ 3, illustration Internet <a href="http://www.thefreedictionary.com/grapnel">http://www.thefreedictionary.com/grapnel</a></td>
<td>anchor on a rope</td>
</tr>
<tr>
<td>mulling</td>
<td>21st page, ¶ 1, dictionary</td>
<td>thinking about</td>
</tr>
<tr>
<td>As foolish as a caplin</td>
<td>21st page, ¶ 1, simile Internet <a href="https://en.wikipedia.org/wiki/Capelin">https://en.wikipedia.org/wiki/Capelin</a></td>
<td>a small fish, one that other fish like to forage (smelt)</td>
</tr>
<tr>
<td>Word</td>
<td>Definition</td>
<td>Sentence</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>He’ll be another Jonah</td>
<td>literary allusion internet <a href="https://en.wikipedia.org/wiki/Jonah">https://en.wikipedia.org/wiki/Jonah</a> refers to biblical story of Jonah and the Whale</td>
<td>In the story, Jonah was swallowed by a fish or a whale.</td>
</tr>
<tr>
<td>to boot</td>
<td>idiom internet <a href="http://www.phrases.org.uk/meanings/385450.html">http://www.phrases.org.uk/meanings/385450.html</a></td>
<td>in addition</td>
</tr>
<tr>
<td>hangashore</td>
<td>Clues in the story</td>
<td>an unlucky person deserving pity, someone who's idle and mischievous</td>
</tr>
<tr>
<td>stalwart</td>
<td>dictionary</td>
<td>courageous</td>
</tr>
<tr>
<td>chains of office</td>
<td>imagery internet <a href="https://en.wikipedia.org/wiki/Livery_collar">https://en.wikipedia.org/wiki/Livery_collar</a></td>
<td>collar or chains worn as a symbol of office</td>
</tr>
<tr>
<td>hangashore</td>
<td>clues in the story</td>
<td>a pitiful person, too worthless or lazy to fish. men who don't work or just sit around</td>
</tr>
<tr>
<td>rectory</td>
<td>clues in the story illustration</td>
<td>minister's home provided by the church</td>
</tr>
<tr>
<td>outports</td>
<td>dictionary</td>
<td>small coastal communities in Newfoundland</td>
</tr>
</tbody>
</table>
Answering Questions about *The Hangashore*—Page 1 of 2

Name: ___________________________ Date: ___________________________

Directions: Reread the story and answer the questions. Use direct quotations as evidence to support your answer where appropriate. Remember to use quotation marks to set off the evidence and provide the page number as the citation.

2nd page: What did the new magistrate think he was going to do for the island?

3rd page: Why did the magistrate dislike John?

5th page: What deal did Mose make with the magistrate?

7th page: Why was the magistrate upset when John gave up his pew to the soldiers?

9th page: What did the Reverend say the magistrate could learn from John?

11th page: How did the islanders feel when the magistrate wouldn’t give up his pew for the soldiers?

13th page: Why did John call the magistrate a hangashore? How did the magistrate react?

15th page: Why did John want to go to Little Cove by himself?

17th page: Why was the magistrate worried when Mose took him back to the island in his boat?

17th page: Why did Mose ask the magistrate to stop whistling?

19th page: What did Mose and the magistrate decide to do when they reached a fishing ground near Little Cove?

21st page: What did you learn about John when he decided to go toward the boat that was moving so quickly through the water?
Answering Questions about *The Hangashore*—Page 2 of 2

**21st page:** Why were Mose and the magistrate in real trouble when the whale got caught in the grapnel rope?

**23rd page:** How did John and Mose work together to save the magistrate?

**25th page:** On the way back to the island, the magistrate asked, “What’s a hangashore, Mose?” How did Mose’s explanation help the magistrate understand what he was doing wrong, and how did it help the magistrate understand John?

**27th page:** What did the magistrate learn from John and how did he show it?
Answering Questions about The Hangashore/Answer Key—Page 1 of 3

2nd page: What did the new magistrate think he was going to do for the island?
The new magistrate was going to serve as the judge on the island. Because he came from England, he had a feeling “that he had to refine the behavior of the colonials” (2nd page). He didn’t think he needed to set a good example.

3rd page: Why did the magistrate dislike John?
The magistrate didn’t like the way John talked when he wasn’t supposed to in church. When the magistrate was praying, John disrupted him when he said, “Psst. Yer Majesty. That’s you we’re praying for” (3rd page). During another service, the magistrate didn’t like being told by John to hurry up when he was speaking during a prayer.

5th page: What deal did Mose make with the magistrate?
Mose was in court because he was hunting rabbits out of season, and the magistrate levied a fine. Mose say he couldn’t pay the fine, so he offered “to settle accounts with you in other ways” (5th page). He said he would use his boat to take the magistrate to other villages until his debt was repaid. The magistrate agreed.

7th page: Why was the magistrate upset when John gave up his pew to the soldiers?
At the V-E day service when the Church’s Lads Brigade attended church, the magistrate would not give up his reserved pew for the soldiers. Even when the warden asked, the magistrate wouldn’t do it. When he saw that John gave his front pew to the soldiers, the magistrate thought it made him look bad to the islanders.

9th page: What did the Reverend say the magistrate could learn from John?
John’s father, the Reverend, told him that the magistrate wasn’t very friendly. He said that the magistrate could learn how to get along with people.

11th page: How did the islanders feel when the magistrate wouldn’t give up his pew for the soldiers?
“The islanders disapproved of the magistrate’s refusal to give up his pew, but nothing was said” (11th page). They may have felt they couldn’t or shouldn’t say anything to him because he was the judge. They may also have decided that celebrating the end of the war was more important. This was a “petty affair” and not that important (11th page).

13th page: Why did John call the magistrate a “hangashore”? How did the magistrate react?
John moved over to sit next to the magistrate in his reserved front pew. John offered to keep him company because he looked lonely. When John said, “it’ll take all the religion that’s in me to sit down by a hangashore” (13th page), he meant that he thought the magistrate was pitiful and not doing enough to show respect for the soldiers.
Answering Questions about *The Hangashore*/Answer Key—Page 2 of 3

13th page, Continued
The magistrate was embarrassed, and his face turned red. He was still angry as he left the church and told the Reverend that “That boy should be in an institution” and he will see about it (13th page). The magistrate felt he was being teased by John.

15th page: Why did John want to go to Little Cove by himself?
John wanted to get away from the magistrate so he wouldn’t be sent away to live in an institution. John said, “I wasn’t scared of him in church today, but I’m scared of him now,” (15th page).

17th page: Why was the magistrate worried when Mose took him back to the island in his boat?
When Mose took the magistrate to the mainland, he had time to pick up some liquor. By the next day, Mose was “well under the influence” (17th page), and the magistrate asked him if he had been drinking. The magistrate was unhappy and began whistling a tune.

17th page: Why did Mose ask the magistrate to stop whistling?
Mose thought that whistling would bring bad luck.

19th page: What did Mose and the magistrate decide to do when they reached a fishing ground near Little Cove?
Mose suggested they jig or fish for cod, but the magistrate said he would have to do it. Mose took a nap.

21st page: What did you learn about John when he decided to go towards the boat that was moving so quickly through the water?
When John was nearby jigging for cod, he thought to himself that the magistrate was probably right and he was “not worth anything to anybody” (21st page). But when he heard the commotion and saw a boat moving very fast, he guessed what was happening and knew he had to help. He was smart enough to figure out that someone was in trouble and that he could do something about it.

21st page: Why were Mose and the magistrate in real trouble when the whale got caught in the grapnel rope?
Mose noticed that the whale was caught in the grapnel rope. When he got up to try to do something, he lost his balance and fell overboard. The whale took off and pulled the boat with the magistrate in it. Mose was really scared because he shouted, “Say a prayer, Yer Honor. One fer ye and one fer me” (21st page).
Answering Questions about The Hangashore/Answer Key—Page 3 of 3

23rd page: How did John and Mose work together to save the magistrate?
   John brought his boat near Mose and threw him a rope to pull him in. John told Mose to take over and get the boat close to the magistrate so he could cut the rope. The magistrate’s boat slowed to a stop (23rd page).

25th page: On the way back to the island, the magistrate asked, “What’s a hangashore, Mose?” How did Mose’s explanation help the magistrate understand what he was doing wrong, and how did it help the magistrate understand John?
   Mose told the magistrate that there is more than one meaning for hangashore. Mose says that he was a hangashore because he was “worthless and too lazy to fish” (25th page). But Mose said that John called the magistrate a hangashore because he pitied him. John thought it was awful that the magistrate wouldn’t give up his front pew for the soldiers. Mose said, “The pity in it, sir, is he’s got so little in his head and yet so much, but lets go and ye holds back. He thinks he’s got a lot to be thankful fer and thinks nothing of showing it” (25th page).

27th page: What did the magistrate learn from John and how did he show it?
   The magistrate learned to stop feeling so self-important and learned how to appreciate everything, even “hangashores short and tall” (27th page). The magistrate came to John’s house to thank him for rescuing Mose and him and for helping him to be more thankful for the people on the island.
How Do Characters Contribute to the Theme?—Page 1 of 2

Identify the way characters responded to each event listed in the first column and describe what that response tells you about the characters.

<table>
<thead>
<tr>
<th>Event or Challenge in the Story</th>
<th>How the Characters Responded</th>
<th>What That Tells Me about the Characters</th>
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<tbody>
<tr>
<td>The first church service after the magistrate arrives</td>
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<td>Reverend Payne talks to his son, John, about the magistrate.</td>
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<tr>
<td>The soldiers come to the church for a special VE day service.</td>
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<tr>
<td>John leaves the island on a boat.</td>
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<td></td>
</tr>
<tr>
<td>Mose and the magistrate go to the mainland.</td>
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### How Do Characters Contribute to the Theme?—Page 2 of 2

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<td>The whale gets caught in the rope and drags the boat with the magistrate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John rescues Mose and the magistrate.</td>
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<td></td>
</tr>
<tr>
<td>Mose and John return to the island in the boat.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The magistrate goes to church and then visits John at the rectory.</td>
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### How Do Characters Contribute to the Theme?/Answer Key—Page 1 of 2

<table>
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<th>How the Characters Responded</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The first church service after the magistrate arrives</td>
<td>John makes comments about the new magistrate before and after church. At first, he magistrate ignores John, and then he glares at him.</td>
<td>John welcomes everybody and says whatever he thinks. The magistrate doesn’t like John because of the way he acts.</td>
</tr>
<tr>
<td>Reverend Payne talks to his son, John, about the magistrate.</td>
<td>The Reverend tells John that the magistrate can learn how to act more friendly towards others. The Reverend says that maybe the magistrate is not friendly because he doesn’t like himself.</td>
<td>The Reverend respects John. The Reverend wants John to understand why the magistrate acts the way he does.</td>
</tr>
<tr>
<td>The soldiers come to the church for a special VE day service.</td>
<td>John offers his reserved front pew to the soldiers. The magistrate stays in his reserved front pew. John sits with the magistrate, who is alone in his reserved pew. The magistrate is embarrassed and then angry and says he will have John put into an institution.</td>
<td>John is happy and proud of the soldiers. The magistrate thinks he is better or more important than the soldiers. John wants to show the magistrate he can be friendly, even though he doesn’t like what the magistrate did. The magistrate is afraid of people like John.</td>
</tr>
<tr>
<td>John leaves the island on a boat.</td>
<td>John takes some provisions and gets in a boat to go to Little Cove. He tells Mose why he is running away.</td>
<td>John is frightened by the threat of the magistrate. He is brave enough to take care of himself.</td>
</tr>
<tr>
<td>Mose and the magistrate go to the mainland.</td>
<td>Mose took the magistrate to the mainland. While waiting for the magistrate, Mose gets drunk.</td>
<td>Mose keeps his word. Mose can’t be trusted. The magistrate is angry.</td>
</tr>
<tr>
<td>Mose and the magistrate stop to fish.</td>
<td>When Mose asks the magistrate if he wants to jig some cod, the magistrate says he’ll do it himself. Mose goes to sleep.</td>
<td>The magistrate is still upset with Mose. Mose still can’t be trusted.</td>
</tr>
</tbody>
</table>
### How Do Characters Contribute to the Theme?/Answer Key—Page 2 of 2

<table>
<thead>
<tr>
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<th>How the Characters Responded</th>
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<tr>
<td>John is jigging for cod.</td>
<td>John thinks to himself that he is not worth anything. He hears a commotion and guesses what happened. He goes toward the boat.</td>
<td>John is sensitive to the way other people treat him. John is aware of possible danger and courageous enough to go to help.</td>
</tr>
<tr>
<td>The whale gets caught in the rope and drags the boat with the magistrate.</td>
<td>Mose tries to help, but stands up and falls overboard. The magistrate is left in the speeding boat.</td>
<td>Mose is alert and knows what to do when he saw that the whale was caught. Mose was careless when he stood up in the boat.</td>
</tr>
<tr>
<td>John rescues Mose and the magistrate.</td>
<td>John throws a rope and hauls Mose into his boat. He tells Mose to take over and catch up with the boat. John cuts the rope and the boat with the magistrate stops.</td>
<td>John knows how to rescue Mose and the speeding boat.</td>
</tr>
<tr>
<td>Mose and John return to the island in the boat.</td>
<td>The magistrate asks Mose about being called a hangashore. Mose explains that a hangashore is a pitiful person, but it can have different meanings. Mose explains how it applies to the magistrate.</td>
<td>The magistrate is affected by what John said to him. He wants to understand. Mose shows he understands John and wants to help the magistrate.</td>
</tr>
<tr>
<td>The magistrate goes to church and then visits John at the rectory.</td>
<td>In the church service, the magistrate adds a verse to a hymn showing that he appreciates hangashores. At the rectory, he assures the Reverend he will not send John to an institution. He thanks John for rescuing him in two ways. He rescued him in the ocean and he rescued him from being so lonely.</td>
<td>The magistrate shows he has learned to appreciate others, especially John. The magistrate shows that he has learned from John and his experiences.</td>
</tr>
</tbody>
</table>
### Grade Five Opinion Writing Frame

<table>
<thead>
<tr>
<th>Topic:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion:</td>
<td></td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>Conclusion:</td>
<td></td>
</tr>
</tbody>
</table>
# Grade Five Opinion Writing Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction, Topic and Opinion</strong></td>
<td>Does not include a topic sentence, introduce the topic, or state an opinion</td>
<td>Includes opening sentence, but does not adequately introduce the topic or state the opinion</td>
<td>Includes a topic sentence that introduces the topic and states opinion</td>
<td>Includes a topic sentence that introduces the topic, states opinion, and “hooks” the reader</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Lacks organization of reasons and support</td>
<td>Has some organization but reasons are unclear or illogical</td>
<td>Has an organizational structure that lists the reasons for the opinion in a logical way</td>
<td>Has an organizational structure that lists the reasons for the opinion and “chunks” supporting details in a logical way</td>
</tr>
<tr>
<td><strong>Support and Details</strong></td>
<td>Does not include support for opinion</td>
<td>Includes little support for opinion using few or no details from the text</td>
<td>Includes adequate support for opinion using details from text</td>
<td>Includes ample support for opinion using details from the text</td>
</tr>
<tr>
<td><strong>Linking Words</strong></td>
<td>Does not include use of linking words</td>
<td>Includes use of few linking words to connect opinion and reasons</td>
<td>Includes use of some linking words to connect opinion and reasons</td>
<td>Includes use of several linking words to connect opinion and reasons</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Does not include a concluding sentence/section is not related to the opinion</td>
<td>Closing sentence/section is not related to the opinion</td>
<td>Includes a concluding sentence/section about the opinion</td>
<td>Includes a concluding sentence/section that restates the opinion</td>
</tr>
<tr>
<td><strong>Grade-Appropriate Conventions and Grammar</strong></td>
<td>Contains many errors in conventions and grammar, impeding the ability to understand the written work</td>
<td>Contains several errors in grade-appropriate conventions and grammar</td>
<td>Contains few errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences with varied sentence structures)</td>
<td>Contains no errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences with varied sentence structures)</td>
</tr>
</tbody>
</table>
**Rules**

**Short Summary**
This lesson explores two common issues that students face, feeling different and finding acceptance. In Rules, Catherine tells about her brother, David who has autism. She has always taken care of him and uses rules to teach him what to do. She makes up rules for herself, too. Her rules are challenged when she meets new friends, Jason and Kristi. This lesson addresses the following language arts skills: quoting accurately from text when explaining what the text says explicitly and when making inferences; determining a theme of a story from details in the text, including how characters in a story or drama respond to challenges; and writing opinion pieces in response to a text-based question, supporting a point of view with reasons and information.

**Estimated Time**
Nine lessons Estimated 9 hours

**Language Arts Florida Standards**
LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
LAFS.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
   b. Provide logically ordered reasons that are supported by facts and details.
   c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
   d. Provide a concluding statement or section related to the opinion presented.

**Learning Objectives**
Students will be able to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Students will be able to determine a theme of a story from details in the text, including how characters in a story or drama respond to challenges in her life.
Students will be able to write an opinion piece in response to a text-based question.

**Disability Awareness Objective**
Students will be able to explain how a person’s beliefs and feelings affect the way they interact with an individual with a disability.
Lesson Plan: Rules, Continued

Materials
Frog and Toad Are Friends, by Arnold Lobel (1970) HarperCollins Publisher (optional)

Literature Circle Expectations

Literature Circle Daily Progress Monitoring sheet
Reading Guide for Rules worksheet with Answer Key
Understanding Catherine worksheet with Answer Key
Grade Five Opinion Writing Frame
Grade Five Opinion Writing Rubric

Formative Assessments

Teaching Phase

Why do we have rules? Teachers will assess student understanding of the concept of rules by observing their oral responses to the four questions used in the small group activity: 1) What rules do we have in this classroom? 2) What rules do your parents have for you? 3) Do you make up rules for yourself? and 4) When is it OK to break a rule? The teacher will evaluate the responses based on the reasonableness of students’ answers.

The Main Characters. Teachers will assess student understanding of a brief description of the main characters. Students will need to understand some general characteristics of David’s disability (autism) and that he goes to occupational therapy. Jason is character with a disability who uses a wheelchair and communication book. Students should demonstrate some understanding of these conditions and as well as why Catherine might feel she is different than other kids her age. This knowledge will build as students read the book.

Literature Circle Tasks and Expectations. The teacher will assess students’ knowledge of the literature circle tasks and expectations by observing their use of skills and behaviors modeled by the teacher. Additional instruction and modeling may be needed, especially if this is the students’ first experience with literature circles.

Quoting from Text. After reading the first chapter of Rules aloud, the teacher leads a discussion based on questions 1, 2, and 3 on the Reading Guide for Rules. The teacher can assess student understanding of how the author introduces the characters in the first chapter by observing the accuracy and clarity of students’ oral responses to the questions. Students will record their individual responses on a separate paper and teachers can provide additional written feedback, noting the appropriateness of quotations included in the response and the accuracy of the punctuation. After reading chapters two and three aloud, the teacher will continue to evaluate student responses to questions 4, 5, 6, 7, and 8 using similar criteria.
Lesson Plan: Rules, Continued

**Character Analysis.** The teacher models how to first discuss and then record Catherine’s responses to events and challenges and what they reveal about her character in this group of chapters on the Understanding Catherine chart. Teachers will receive varying responses as students attempt to identify what this response reveals about the character at this point. Respect all responses and record them to prove or disprove as they continue reading the story.

**Guided Practice**

**Literature Circles.** During the small group literature circles, the teacher will move throughout the room, participating with each group. The teacher will use further questioning to check for understanding and to guide thinking and discussions as students read. Based on student responses, the teacher will be able to determine if students need more support and scaffold the instruction before continuing with remaining chapters of the story.

**Determining the Theme.** The teacher will assess student’s understanding of the theme of a story based on their ability to recognize themes of familiar stories and their ability to identify patterns observed in the behaviors of the characters in Rules. If students have difficulty understanding themes, provide additional scaffolding and examples.

**Educative Assessment**

When discussing questions while reading the story to the students, note the reasonableness of their explanations. Fifth graders may be given written feedback for writing tasks. Teachers may also choose to provide oral feedback when conferencing during literature circles or asking in-depth questions.

**Summative Assessment**

**Independent Practice.** Students will complete an opinion-writing piece to demonstrate their understanding of the relationship of the main character and the theme using the following prompt, *How did Catherine change in the story? How did her change contribute to the theme of the story? Use specific examples from the text to support your answer.* Students may use the Grade Five Opinion Writing Frame to plan their response. Teachers will use the Grade Five Opinion Writing Rubric to evaluate how well students met the expectations of the learning objective for writing.
Lesson Plan: Rules, Continued

Independent Practice, Continued
The teacher can also assess the learning objective for reading literature by providing written feedback that evaluates how well the students reflected an understanding of how Catherine's responses to challenges and events contributed to the theme.

Guiding Questions
Why do you think Catherine might feel she is different from other kids her age? Why do we have rules?
How does Catherine show what she really feels about her brother, David, and her new friend, Jason?
Why is it important to be honest with yourself?
Why is it important to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text to answer questions about what we read?
How do characters' actions contribute to the theme in a story?
What are ways we can share our opinions about something that happened in a story?

Prior Knowledge
Students need to know how to ask and answer questions about text.
Students need to know how to look back in a story to find the answers to questions. Students need to know how to describe characters based on thoughts, words, and actions.
Students need to know how to quote accurately from text when explaining explicit and implicit details and ideas.
Students need to know that the words and actions of the characters drive the events in the story.
Students need to know how to determine the theme in a story.
Students need to know how to write an opinion piece using grade-appropriate organization, grammar, and conventions.

1. Teaching Phase
Why Do We Have Rules?
Say: In the story Rules, Catherine makes up rules for her brother David. You might already know some of the rules she made for him. For example, one rule is “Chew with your mouth closed.” Another rule is, “If someone says ‘hi,’ say ‘hi’ back.”
Lesson Plan: Rules, Continued

Why Do We Have Rules?, Continued
These rules are displayed in the front pages of the book before page 1. If desired, discuss some of David’s other rules to ensure that the students understand the concept.
Ask: Why do we have rules?
Have students work in small groups of three students to take turns answering the following questions. Student #1 will read a question and students #2 and 3 will answer it. Give each group of students a card with the following questions:

• What rules do we have in this classroom?
• What rules do your parents have for you?
• Do you make up rules for yourself?
• When is it OK to break a rule?

The Main Characters. Introduce the three main characters of the book.
Catherine is twelve years old. She tells the story as the narrator (first person point of view). Catherine helps her parents take care of her younger brother David, who has autism. Autism is included in a group of disorders known as autism spectrum disorder. Many children who have autism have difficulty making sense of the world, for example:

• Difficulty learning the meaning of words
• Likes to do the same thing over and over, like saying the same word
• Has trouble adjusting to changes (like trying new foods, or when things are moved from their usual places)

David goes to the clinic for occupational therapy, sometimes called OT. Occupational therapy helps people who have difficulty learn how carry out everyday activities like brushing their teeth or putting on shoes and socks.
For information about autism written for elementary students, see KidsHealth website: https://secure02.kidshealth.org/kid/health_problems/brain/autism.html
Jason is also a character in the story. He is a teenager who Catherine meets when she goes to the clinic with David. Jason is in a wheelchair and cannot speak. He uses a communication book with pictures for words and phrases to get his meaning across when he wants to talk. If possible, have a speech/language pathologist show students a communication book and describe how it’s used.

Read the preview on the back cover of Rules.
Twelve-year-old Catherine just wants a normal life. Which is near impossible when you have a brother with autism and a family that revolves around his disability. She’s spent years trying to teach David the rules from “a peach is not a funny looking apple” to “keep your pants on in public”—in order to head off David’s embarrassing behaviors.
Lesson Plan: *Rules*, Continued

The Main Characters, Continued

*But the summer when Catherine meets Jason, a surprising, new sort-of-friend, and Kristi, the potential next-door friend she’s always wished for, it’s her own shocking behavior that turns everything upside down and forces her to ask: “What is normal?”*

Ask: *Why do you think Catherine might feel she is different than other kids her age?*

Ask students to predict what might influence Catherine’s feelings about herself. If students are reluctant to respond, ask them to think what it might be like to have a younger brother who has a disability or to become friends with a teen who can’t talk to you.

Literature Circle Tasks and Expectations. Students will read the book and answer text dependent questions in cooperative literature circle groups. Teachers will remind the students of the expectations for working in literature circle groups. A copy of Expectations for Literature Circles is included at the end of the lesson.

Each task will be modeled, making sure students understand the expectations. To ensure that students understand how to complete the tasks independently, the modeling will occur over two days. One the first day, Tasks 1, 2, and 3, will be explained and modeled for the first three chapters. Copies of the Reading Guide for *Rules* and an Answer Key are included at the end of this lesson. On the second day, Tasks 4 and 5 will be explained and modeled. Copies of Understanding Catherine with an Answer Key, and the Literature Circle Daily Progress Monitoring sheet are also included at the end of this lesson.

The tasks for the literature circle group include:

1. Read the assigned chapters aloud or silently, as directed by the teacher.
2. Discuss the answers to the questions on the Reading Guide for *Rules* within your literature circle.
3. Write the answers to the questions on the worksheet (individually).
4. Complete the Understanding Catherine chart for the assigned chapters together in your literature circle.
5. Fill out the Literature Circle Daily Progress Monitoring sheet and create a group summary about the assigned chapters.

Post the Literature Circles Expectations and provide an explanation:

- Be positive.
- Be respectful.
- Be punctual.
- Be prepared.
- Be present – stay on task.
Lesson Plan: Rules, Continued

Literature Circle Tasks and Expectations, Continued
- Be responsible for your assigned job.
- Be a good listener – one person speaks at a time.

First Day
Remind the students of the learning goals for the lesson: to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text; and to determine the theme of a story from the details in the text, including how the character responds to challenges in her life.

Quoting from Text. The teacher will hand out copies of the Reading Guide for Rules handout (included at the end of this lesson along with an answer key) with the questions that students will answer after reading each set of chapters.

Ask: *Why is it important to quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text to answer questions about what we read?*

Discuss and review punctuation of direct quotations.

To model tasks 1 and 2, the teacher will read aloud the first chapter (pp. 1–12) of Rules and facilitate as students discuss answers to questions 1, 2, and 3 orally. Then students will write their responses on the reading guide. Encourage students to go back to the text to locate details and examples to support their answers.

1. *How does Catherine feel about the way her brother David behaves?*
2. *Why does she have such high hopes for her new neighbor who is moving into the house next door?*
3. *How are Catherine’s rules supposed to work for David?*

Provide time for students to complete Task 3: writing their answers to the questions on a separate sheet of paper.

The teacher will continue modeling by reading the second and third chapters aloud and facilitating as students discuss answers to questions 4 to 8 orally. Then students will write their responses.

NOTE: Before reading the third chapter (pp. 29–40), the teacher should explain that as a result of his disability (autism), David has difficulty expressing what he wants or what he means. He generally uses just a few words. In the story, both Catherine and David often repeat parts of the story, *Frog and Toad Are Friends*, by Arnold Lobel, to communicate, especially when David is upset. If possible, show students a copy of the book *Frog and Toad Are Friends*. To provide an example, tell students that in this chapter, Catherine remembers the time she got in trouble for shoving Ryan, a boy in her class, for teasing her brother. Catherine tells about what happened when she and David were waiting for their dad to come home.
Lesson Plan: Rules, Continued

Quoting from Text, Continued
Read aloud the chapter and point out on page 39, starting with paragraph 7, Catherine states that she knows words won’t help. “So I reach over, wipe away his tear with the side of my thumb, and say the only words I know will calm him. ‘Frog, you are looking quite green.’” Teachers may wish to explain the way the quotation is punctuated in the story. The outside quotations show that the author is using a direct quotation. To show that the author is quoting dialogue from another story the words are punctuated with single quotation marks. The inside quotations are from the original story.

Second Day Character Analysis. The teacher will facilitate a second reading to have students review the first three chapters and look for details that describe Catherine’s character. Task 4 involves determining the theme through the analysis of Catherine’s responses to events and challenges in the story. Ask: How do a character’s thoughts, words, and actions help us better understand the character and events taking place in the story? How do the character’s responses to events and challenges contribute to the theme in a story? Discuss.
Say: Catherine is the main character in Rules. She creates rules for David and some for herself to express her beliefs and feelings about her brother, David, and how she relates to her friends. As you read the story, you will learn how Catherine responds to the challenges and how her rules reflect what she believes and feels.
Students will complete a character analysis chart in literature circle groups to better understand Catherine’s character and her relationship with the other characters (David, Jason, Kristi, and her parents) in the story. To model Task 4, display the three-column chart on the next page on the board and provide paper copies of the Understanding Catherine worksheet for each student. An answer key for this chart is provided at the end of this lesson. Discuss the first challenge included in the three chapters in Group One, “Creating rules for David.” Have students review the first three chapters and identify details about Catherine’s creating rules for David, using questions such as: Why does she do this? What kinds of rules does she create? How well do the rules work for David? Briefly describe how Catherine responds to the challenge in the middle column. Have students infer what this tells about the Catherine’s character in the third column. Catherine’s responses to the events and challenges in the story will reveal the central message or the theme of the story.
### Lesson Plan: Rules, Continued

#### Character Analysis, Continued

<table>
<thead>
<tr>
<th>Events or challenge and Catherine’s Rule</th>
<th>How the character responds</th>
<th>What this tells us about the character</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating rules for David Sometimes you’ve gotta work with what you’ve got. (p. 4)</td>
<td>Catherine is embarrassed by the way David acts. She believes she always has to show David what to do. That’s why she created rules for him.</td>
<td>She feels responsible for David. She has to take care of things. She thinks other kids don’t like her because she has a brother like David.</td>
</tr>
</tbody>
</table>

#### Literature Circle Daily Progress Monitoring.

In Task 5, students in the literature circle groups complete the Literature Circle Daily Progress Monitoring sheet (included at the end of this lesson). Model how each group is to complete the form with the names of the group members, date, summary sentences for each chapter, and the page number where the group ended that day. Tell students that when they are working in their literature circles, they will complete all tasks on the same day.

The teacher may identify a student to serve as the group leader for each literature circle group who will be responsible for writing the group response and gathering and turning in all materials.

#### 2. Guided Practice

**Literature Circle.** The students will continue to work in literature circles that provide structure and support for small groups of 4–6 students to study longer stories (chapter books). If literature circles are new for students, the teacher will need to be an active participant in order to scaffold group needs. Release more control to the groups for subsequent classes but remain an active facilitator.

Explain that the class will continue reading Rules in small groups, beginning with Section Two, the fourth, fifth, and sixth chapters. Students are expected to discuss the questions on the Reading Guide for Rules in the literature circle and then answer them in writing on their own. They can also work together to talk about what to include in the character analysis chart, but each student must complete their own chart.

In each literature circle, students may read aloud (taking turns) or silently. The teacher should create student groups based on the needs of each student. Struggling readers should be in a group where they can be supported and in a group that will read aloud. Students will continue reading the book in small group literature circles and answering the questions that are provided. At the end of each session, students should receive written or verbal feedback and add to the character analysis chart.
Lesson Plan: Rules, Continued

Literature Circle, Continued

Begin each session with a whole class review and end each session with a discussion and summary of the day’s reading. Always keep the focus on the learning objectives as the students read the chapters, emphasizing the characters and the theme.

After each session, each group will turn in their Literature Circle Daily Progress Monitoring sheet for the day, their answers to the text-based questions, and the character analysis chart.

The teacher can use this documentation to check daily for understanding. At the end of each session, students should receive written or oral feedback. There are 24 chapters in Rules. Within a 45–60 minute time frame, students should be able to read three chapters per day and answer the questions, finishing the book in eight school days. This may take place during a 90-minute reading block or used for center time.

If students do not finish all three chapters each day, they will begin the next day where they left off. However, remind them that their whole group should work at the same pace. No one in a group should go ahead. Continue to monitor, moving about the room and interacting with discussions or questions.

Determining the Theme. Provide a mini-lesson on determining theme and brainstorm themes that could apply to this book. Look at text evidence to narrow down the theme choices, choosing the ones most strongly supported by details or patterns of behavior of the characters in the text.

Explain that the themes of a story are the central messages or overall ideas the author wants to convey to the readers. Themes are not stated directly. The author shows the themes by what the characters do, say, and think; how the characters interact with each other; and where the story takes place. Many stories have themes about overcoming obstacles and challenges, family relationships, friendship, and growing up. For example, one of the themes of The Three Little Pigs is overcoming obstacles and challenges and one of the themes of Cinderella is family relationships.

Have students identify patterns or repetitions in the ways that Catherine interacted with David or how Catherine’s mom felt about David. Encourage students to use questions, such as these, to identify the theme in a story:

- How did Catherine’s mom respond when Catherine complained about having to take care of David?
- Who do you feel sorry for in the story? Why
- Does Catherine seem to learn anything through her experience?
Lesson Plan: Rules, Continued

Determining the Theme, Continued
Have students brainstorm possible themes in Rules:
- Sibling relationships
- Making friends
- Accepting differences

3. Independent Practice
Ask: What are ways we can share our opinions about something that happened in a text?
Discuss.
Discuss the Grade Five Opinion Writing Rubric:
- Introduce the topic clearly and state your opinion.
- Create a way to organize the reasons to logically support your opinion.
- Provide logically ordered reasons that are supported by facts and details.
Link your opinion and reasons using words, phrases, or clauses, such as consequently or specifically.
- Provide a concluding statement or section that is related to the opinion.
- Use correct grammar and spelling.
Model how to use the Grade Five Opinion Writing Frame (included at the end of the lesson) with a different question about the story.
Ask: What do you think Ryan really felt about David?

<table>
<thead>
<tr>
<th>Topic: Ryan’s feelings about David</th>
<th>Opinion: Ryan felt that David was different from him and that it was alright to make fun of him. Ryan liked to show off in front of other kids.</th>
</tr>
</thead>
</table>
| Organization: Things that Ryan did to David in time sequence. | Reasons: 1) On the last day of school, Ryan tells David he would steal his umbrella if he let go of it, and Ryan mimics the way David laughed. 
2) Catherine brings David with her to Kristi’s house. Kristi asks, “What’s OT?” Catherine explains that David works on writing, jumping, and stuff like that in occupational therapy. Ryan says to David, “You can’t jump?” and tells him to jump. 
3) When Kristi tells Ryan to give David some gum, Ryan teases, “It’s a miracle! You’re cured” and he gives him an empty wrapper. |
| Conclusion: Ryan liked to tease David because he felt David was different from him. Ryan liked to show off in front of other kids. |
Lesson Plan: Rules, Continued

3. Independent Practice, Continued

If needed, model how to combine the ideas in the frame to respond to the open-ended question.

Use the following prompt as the summative assessment.

How did Catherine change in the story? How did her change contribute to the theme of the story?

Use specific examples from the text to support your answer.

Use the Grade Five Writing Opinion Rubric (included at the end of this lesson) to evaluate if students have mastered the learning objective for writing. Provide additional written feedback to reflect how well the students used quotations from the story to support their reasons, and how well their description of how the character changed reflected an understanding of the themes of the story.

4. Closure

Revisit the following guiding questions with students:

- Why do you think Catherine might feel she is different from other kids her age?
- Why do we have rules?
- How does she show what she really feels about her brother, David, and her new friend, Jason?
- Why is it important to be honest with yourself?

Have students work in pairs to respond orally to the following questions:

If Catherine were to write a rule for herself at the end of the book, what do you think it would be?

What is your personal rule about interacting with an individual with a disability?

Ask students to tell what they think is the most important thing they learned about interacting with individuals with disabilities and being honest with themselves.

5. Extensions

Download a RULES reproducible worksheet:
http://www.cynthialord.com/materials.html

Have children create illustrations for new words for Jason.

Play a podcast (12:55 minutes): School librarian Connie Burns of South Portland Maine introduces Rules. Excerpts from the first chapter of the audiobook performed by Jessica Almasy and published by Recorded Books is included.

http://mainehumanities.org/podcast/archives/987
Lesson Plan: Rules, Continued

Accommodations
Use alternative strategies when communicating with children who are non-verbal, English Language Learners, or who have language delays, such use an augmentative alternate communication device.
Provide alternate formats (audio, braille, large print) for students who have difficulty reading the book or resources independently.
Provide a Grade Five Opinion Writing Frame for students who have difficulty planning writing.
Assign students to participate in groups so they can support each other in completing the activity.
If students have difficulty relating the rules in the book to character’s beliefs and feelings, use additional rules as examples that are more concrete, such as:
- “Late doesn’t mean not coming.”
- “Open closet doors carefully. Sometimes things fall out.”
- “Sometimes people don’t answer because they didn’t hear you. Other times it’s because they don’t want to hear you.”

You will find more information about positive attitudes and productive relationships in the Disability Awareness section and information about sharing opinions in the Language Arts and Literacy Activities section of this guide.

The entire lesson plan can be downloaded from CPALMS.org.
http://www.cpalms.org/Public/PreviewResourceUpload/Preview/74921
Literature Circle Expectations

• Be positive.
• Be respectful.
• Be punctual.
• Be prepared.
• Be present – stay on task.
• Be responsible for your assigned job.
• Be a good listener – one person speaks at a time.
Literature Circle Daily Progress Monitoring

Group Members ____________________________________________
________________________________________________________________________
Date: ____________________
Summary sentences:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Our group left off on page ________.

............................................................................................................................

Group Members ____________________________________________
________________________________________________________________________
Date: ____________________
Summary sentences:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Our group left off on page ________.
Reading Guide for Rules, Page 1 of 4

Name: ___________________________________ Date: __________________________

Read the assigned chapters of the book and answer the questions on a separate sheet of paper. Use quotations in your answers to provide support, when appropriate.

Section One
Follow the rules. (pp. 1–12)
Don’t run down the clinic hallway. (pp. 13–28)
If it’s too loud, cover your ears or ask the other person to be quiet. (pp. 29–40)

1. How does Catherine feel about the way her brother David behaves?

2. Why does she have such high hopes for her new neighbor who is moving into the house next door?

3. How are Catherine's rules supposed to work for David?

4. Why do you think Catherine likes to draw while she's waiting at the clinic?

5. What are Catherine's feelings about Jason after she first meets him?

6. Catherine tells David not to say "hi" to Ryan, but her Mom says, “Don't stop David from talking to him” on p. 31. Why do Catherine and her mom have different ideas about what David should do when he sees Ryan?

7. How does Catherine try to keep David busy when he is waiting for his dad to come?

8. On p. 38, Catherine thinks, “Talking to David can be like a treasure hunt.” Describe what she means by this statement and provide two examples.
Reading Guide for Rules, Page 2 of 4

Section Two
Sometimes you gotta work with what you’ve got. (pp. 41–49)
If you don’t have the words you need, borrow someone else’s. (pp. 50–58) Sometimes things work out, but don’t count on it. (pp. 59–65)

9. What has changed about Catherine when she sees Jason the second time?

10. What kinds of word cards do you think Jason wants when Catherine offers to make some for him?

11. Why is Catherine worried about inviting the new neighbors to come for a cookout?

Section Three
Saying you’ll do something means you’ll have to do it—unless you have a very good excuse. (pp. 66–75)
If you can only choose one, pick carefully. (pp. 76–88)
At someone else’s house, you have to follow their rules. (pp. 89–97)

12. How does Catherine show that she wants to help Jason, especially when he startles?

13. When Kristi, the new neighbor, talks about Ryan, Catherine has to keep from grimacing. Why do Catherine and Kristi have such different feelings about Ryan?

14. What does Catherine envy about her new friend, Kristi?

15. Why doesn’t Catherine tell Kristi the whole story about Jason?
Reading Guide for *Rules*, Page 3 of 4

**Section Four**

If it fits in your mouth, it’s food. (pp. 98–103)

Sometimes people laugh when they like you. But sometimes they laugh to hurt you. (pp. 104–112)

Open closet doors carefully. Sometimes things fall out. (pp. 113–123)

17. How can you tell that Catherine is growing more comfortable being with Jason?

18. How did Catherine respond when Ryan teased David?

19. Why does Catherine decide to make word cards for Jason that say: unfair, cruel, hate, ruined, murky, tease, embarrassed?

20. How does Jason respond when Catherine shares the words that show she feels bad about the way Ryan treats her brother?

21. How does Catherine show Jason that she understands how he feels?

**Section Five**

Sometimes people don’t answer because they didn’t hear you. Other times it’s because they don’t want to hear you. (pp. 124–128)

No toys in the fish tank. (pp. 129–144)

Solving one problem can create another. (pp. 145–154)

22. What do you think Catherine is really trying to tell her dad when she asks if they can do something together—just the two of them?

23. How does Catherine feel about her friendship with Kristi when they go swimming in the pond?

24. What really worries Catherine about going to dance with Kristi and Ryan?

25. Why do you think Jason now wanted a motorized wheelchair?

26. How did Catherine show that she was nervous about running into Kristi at the wharf?

27. How does Jason’s invitation to a birthday party solve Catherine’s problem?
Reading Guide for Rules, Page 4 of 4

Section Six
No dancing unless I’m alone in my room or it’s pitch-black dark. (pp. 155–161) Not everything worth keeping has to be useful. (pp. 162–166) Pantless brothers are not my problem. (pp. 167–177) Some people think they know who you are, when they really don’t. (pp. 178–185)

9. Is Kristi being mean when she gets David to dance when they are in Catherine’s room to make posters? Explain.

10. Why did Catherine turn the music off?

11. In the next set of word cards for Jason, Catherine drew a picture of him without a wheelchair. Why was it important to Jason to have the wheelchair in the picture?

12. What does Catherine learn about Jason at his birthday party?

13. What upsets her when Jason asks if she is embarrassed about him?

14. What is really bothering Catherine when David asks her to fix the cassette?

15. What does Catherine risk when she invites Jason to the dance?

Section Seven
Late doesn’t mean not coming. (pp. 186–190); A real conversation takes two people. (pp. 191–197); If you need to borrow some words, Arnold Lobel wrote some good ones. (pp. 198–200)

16. How does Kristi react when she finally meets Jason?

17. How does Jason help Catherine to let go and dance?

18. How does Catherine show that she now understands what David needs?
Section One
Follow the rules. (pp. 1–12)
Don’t run down the clinic hallway. (pp. 13–28)
If it’s too loud, cover your ears or ask the other person to be quiet. (pp. 29–40)

1. How does Catherine feel about the way her brother David behaves?
   She wants David to stop behaving in ways that attract attention. She thinks people don’t like seeing those kinds of behaviors. She thinks, “Sometimes I wish someone would invent a pill so David’d wake up one morning without autism, like someone waking up from a coma” (p. 8), and be a regular brother for her. She wants to stop having to take care of him, so she can have more attention from her mom and dad.

2. Why does she have such high hopes for her new neighbor who is moving into the house next door?
   She states, “I’ve always wanted a friend in my neighborhood, and a next-door friend would be best of all” (p. 5). Catherine wants a friend that she can do things with in the summer. She likes to swim in the pond, watch TV and ride bikes. They could even send midnight messages using flashlights and Morse code. Her best friend Melissa went to California to be with her father for the summer, so Catherine really wants to have a friend who lives nearby.

3. How are Catherine’s rules supposed to work for David?
   David’s behaviors embarrass Catherine. She thinks other kids will make fun of her because she has a brother like David and she won’t have any friends. She creates rules he can follow so he will behave the way she wants him to. She feels it is up to her to teach him how to behave. The rules help David know what to do. He doesn’t have to think for himself. He doesn’t worry about the consequences “(p. 4). He might not understand some things, but David loves rules.

4. Why do you think Catherine likes to draw while she’s waiting at the clinic?
   At the clinic, Catherine states that she likes to draw new things. She notices that there are two people in the waiting room she hasn’t drawn yet. One is Jason, but she feels a little uncomfortable about looking at him because he is in a wheelchair. She feels that drawing helps her look at things. She has a rule: “Looking closer can make something beautiful” (p. 19). She says drawing something can change how she feels about it.

5. What are Catherine’s feelings about Jason after she first meets him?
   Catherine notices that he is in a wheelchair that has a tray to hold his communication book. She wants to ask what’s wrong, but feels that wouldn’t be polite. She notices that today he is mad and “slides his hand across the book, jabbing at cards” (p. 20).
Reading Guide for Rules/Answer Key—Page 2 of 7

Question 5, Continued

Catherine apologizes when Jason’s mother asks her if she is drawing her son. She begins drawing something else. She tells Jason she is sorry he didn’t get a guitar and that she likes music too. When his mother comes back to tell Catherine that Jason liked her drawing, she gives it to him.

6. Catherine tells David not to say “hi” to Ryan, but her Mom says, “Don’t stop David from talking to him” on p. 31. Why do Catherine and her mom have different ideas about what David should do when he sees Ryan?

On the last day of school, Catherine saw Ryan tease David by telling him he would steal his favorite umbrella. When David laughed because Catherine told him that Ryan was joking, Ryan mocked David. Catherine shoved Ryan on the bus and got in trouble. “She added another rule to David’s list: Sometimes people laugh when they like you. But sometimes they laugh to hurt you” (p. 30).

Catherine’s mom wants David to talk to people. It is difficult for David to start conversations.

7. How does Catherine try to keep David busy when he is waiting for his dad to come?

Catherine tells him to count cars so the time will seem to go by faster. David calls out the number of the car as they go by. He also announces the number of minutes that pass by looking at his watch.

8. On p. 38, Catherine thinks, “Talking to David can be like a treasure hunt.” Describe what she means by this statement and provide two examples.

Catherine states that you sometimes have to “look underneath the words to figure out what he is trying to say.” You have to try to match what he is saying with what he actually means.

David likes to repeat lines from his favorite Arnold Lobel’s Frog and Toad Are Friends. In the story he was counting cars while he was waiting for his dad to drive up. When his dad didn’t show up, David screamed, ‘The whole world is covered with buttons, and not one of them is mine’ (p. 37). Catherine knew that this meant that David saw many cars drive by, but none of them belonged to his dad.

David doesn’t use many words when he talks. Catherine states, “Don’t use two words when one will do” (p. 38). He just says the number as he counts the cars going by or the minutes passing.
Reading Guide for *Rules/*Answer Key—Page 3 of 7

Section Two
Sometimes you gotta work with what you’ve got. (pp. 41–49)
If you don’t have the words you need, borrow someone else’s. (pp. 50–58) Sometimes things work out, but don’t count on it. (pp. 59–65)

9. What has changed about Catherine when she sees Jason the second time?
   Jason’s mom asks Catherine if it’s OK to make a word card with her name for his communication book. Catherine offers to draw one for him. When Jason tells her Thank You, Catherine notices that his word cards are plain and she wants to add color to them. Catherine offers to make more word cards, and his mother suggests that she make cards about something she likes so that Jason can talk to her about it. Catherine thinks she can give him a voice (words) and help him feel more like a teenager.

10. What kinds of word cards do you think Jason wants when Catherine offers to make some for him?
   Jason probably wants more word cards to express his feelings and to be able to talk with other teenagers.

11. Why is Catherine worried about inviting the new neighbors to come for a cookout?
   When Catherine leaves the house to go to the neighbors, she passes her mom “sitting cross-legged on the grass with David thrashing in her arms” (p. 64). Catherine is afraid that David will do other kinds of strange things or something will go wrong when her new neighbors come to their house.

Section Three
Saying you’ll do something means you’ll have to do it—unless you have a very good excuse. (pp. 66–75)
If you can only choose one, pick carefully. (pp. 76–88)
At someone else’s house, you have to follow their rules. (pp. 89–97)

12. How does Catherine show that she wants to help Jason, especially when he startles?
   When Catherine brought the word cards to the clinic to give to Jason, she decided to explain why she chose the word or the pictures to represent the words. To help him understand Awesome, she put her head phones on him so he could listen to music she thought was awesome.” She talks to him and sometimes uses his communication book to find her words. She even feels comfortable enough to share David’s rules in the back of her sketchbook.
   Catherine is still a little uncomfortable when Jason says, “No, I mean Catherine. My Friend” (p. 70), and she thinks “clinic friends, not always friends” (p. 70).
13. When Kristi, the new neighbor, talks about Ryan, Catherine has to keep from grimacing. Why do Catherine and Kristi have such different feelings about Ryan? Catherine knows that Ryan likes to tease her brother, David. This makes her very angry and she shows it by grimacing. Kristi thinks of Ryan as a boyfriend. She thinks he’s really nice and fun to be around.

14. What does Catherine envy about her new friend, Kristi? Catherine envies the new furniture in Kristi’s house and how everything seems to be in its place. There’s no one there who does the strange things that David does. Catherine states, “But the best part of being at a friend’s house is I can just be me and put the sister part of me down” (p. 89).

15. Why doesn’t Catherine tell Kristi the whole story about Jason? Catherine was afraid that Kristi wouldn’t like her because Jason is in a wheelchair and can’t talk.

Section Four
If it fits in your mouth, it’s food. (pp. 98–103)
Sometimes people laugh when they like you. But sometimes they laugh to hurt you. (pp. 104–112)
Open closet doors carefully. Sometimes things fall out. (pp. 113123)

17. How can you tell that Catherine is growing more comfortable being with Jason? Catherine brought her guinea pig, Nutmeg, the next time she went to the clinic. She didn’t say anything when she noticed how difficult it was for Jason to control his movements around the animal. She made a card for the word, secret, so they could share ideas using his communication board and no one else would know. She also asked her mom to buy card stock and a paper cutter. “Jason needs so many words” (p. 103).

18. How did Catherine respond when Ryan teased David? When Catherine explained to Kristi what David does at occupational therapy, Ryan asked, “You can’t jump?” and then he said to David, “Jump!” (p. 108). David wouldn’t stop jumping and Kristi told Ryan to give him some gum. Ryan hands a piece of gum to David and says, “It’s a miracle. You’re cured” (p. 108). Ryan was just teasing David and gave him an empty gum wrapper. Catherine screamed at him and told him to get out of her yard.
19. Why does Catherine decide to make word cards for Jason that say: unfair, cruel, hate, ruined, murky, tease, embarrassed?
These are the words that describe what Catherine was feeling about what Ryan did to David. She is expressing how angry she is and how she feels about her brother.

20. How does Jason respond when Catherine shares the words that show she feels bad about the way Ryan treats her brother?

21. How does Catherine show Jason that she understands how he feels?
Catherine says she could push his wheelchair out in the parking lot. She takes him outside and pushes him as fast as she can. He loves it.

Section Five
Sometimes people don’t answer because they didn’t hear you. Other times it’s because they don’t want to hear you. (pp. 124–128)
No toys in the fish tank. (pp. 129–144)
Solving one problem can create another. (pp. 145–154)

22. What do you think Catherine is really trying to tell her dad when she asks if they can do something together—just the two of them?
Catherine feels like she never gets time alone with her dad. He is either working or taking care of the garden, or he chooses to do something with David, rather than Catherine. She doesn’t believe him when he says, “I promise.” She states, “I know he’s just promising to stop me from asking again” (p. 128).

23. How does Catherine feel about her friendship with Kristi when they go swimming in the pond?
Catherine is glad that Kristi says she will go swimming with her, even if it’s swimming in a pond. But Catherine notices that Kristi stares at Ryan’s yard when they walk to the pond and thinks she might have been a second choice. Catherine finds out that Kristi has problems like hers. Kristi tells her that her bathing suit doesn’t fit exactly right and she wishes her mom and dad would get back together.

24. What really worries Catherine about going to dance with Kristi and Ryan?
Catherine worries about asking Jason and what Kristi and Ryan might think about a boyfriend in a wheelchair. But Catherine also worries that they’ll find out that she doesn’t dance. Kristi keeps encouraging her and Catherine says, “I’ll think about it” (p. 143).
25. Why do you think Jason now wanted a motorized wheelchair?
*Jason really liked the feeling when Catherine took him running. His mom said that he was doing a lot more things for himself, even his hand exercises.*

26. How did Catherine show that she was nervous about running into Kristi at the wharf?
*Catherine was stooping down to tie her shoes, but she’s afraid to let Kristi know that she is the one with Jason. She asks herself, “Why can’t I just stand up and say, ‘Hi, Kristi?’” (p. 152).*

27. How does Jason’s invitation to a birthday party solve Catherine’s problem?
*The party is the same day as the dance that Kristi and Ryan want her to go to. Now Catherine will have an excuse when they urge her to go.*

### Section Six

**No dancing unless I’m alone in my room or it’s pitch-black dark.** (pp. 155–161)

**Not everything worth keeping has to be useful.** (pp. 162–166)

**Pantless brothers are not my problem.** (pp. 167–177)

**Some people think they know who you are, when they really don’t.** (pp. 178–185)

28. Is Kristi being mean when she gets David to dance when they are in Catherine’s room to make posters? Explain.
*No. Kristi asked David if he liked to dance to try to show Catherine how easy it was. Catherine had just told her, “I don’t dance—in fact, I have rule against it. No dancing unless I’m alone in my room or it’s pitch black dark” (p. 159).*

29. Why did Catherine turn the music off?
*She thought Kristi was trying to make David look stupid.*

30. In the next set of word cards for Jason, Catherine drew a picture of him without a wheelchair. Why was it important to Jason to have the wheelchair in the picture?
*Catherine believed that Jason wanted to be shown in his dream of running. But Jason didn’t like it and wanted her to put the wheelchair in the picture. He didn’t put the card in his book and “puts his hand over the wheelchair joystick and whirrs through the waiting room” (p. 166).*

31. What does Catherine learn about Jason at his birthday party?
*Jason shows her how he can play a keyboard and write his own music. She also learns that he has a brother and neighbors who care about him.*
32. What upsets her when Jason asks is she is embarrassed about him?
  Catherine says she can’t go to the dance because she doesn’t dance in public. She says it’s her rule. Jason challenges her and says, “RULE. Stupid Excuse.” (p. 176). Now Catherine wants to get out of his house.

33. What is really bothering Catherine when David asks her to fix the cassette?
  She is feeling bad that she told her mom that she left Jason’s party because of David. This wasn’t true.

34. What does Catherine risk when she invites Jason to the dance?
  Catherine’s afraid the other kids will make fun of Jason and tease her for having a friend like him. She is also afraid to dance in front of other people. She also afraid that Jason won’t want to go to the dance with her.

Section Seven
Late doesn’t mean not coming. (pp. 186–190);
A real conversation takes two people. (pp. 191–197);
If you need to borrow some words, Arnold Lobel wrote some good ones. (pp. 198–200)

35. How does Kristi react when she finally meets Jason?
  Kristi is friendly but tells Jason that Catherine didn’t tell her much about him.

36. How does Jason help Catherine to let go and dance?
  Jason asks Catherine if she wants to come to the dance. When she says she doesn’t dance, he tells her “Break. Dance. RULE.” (p. 197). He joins in the dance with other students on the dance floor and Catherine does, too.

37. How does Catherine show that she now understands what David needs?
  Catherine says that she will tell her mom that she now understands that David needs his own words, not the sentences from *Frog and Toad Are Friends*. But she will share special times with her brother.
The following chart describes one or two events or challenges in each section. In the middle column, describe how Catherine responds to each challenge and in the last column, describe how her response and her rules reflect what she believes and feels.

<table>
<thead>
<tr>
<th>Events of challenges and Catherine’s Rule</th>
<th>How the character responds</th>
<th>What this tells us about the character</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chapters in Section One</strong></td>
<td></td>
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</tr>
<tr>
<td>Creating rules for David</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes you’ve gotta work with what you’ve got. (p. 4)</td>
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</tr>
<tr>
<td><strong>Chapters in Section Two</strong></td>
<td></td>
<td></td>
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<tr>
<td>Choosing words for Jason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you don’t have the words you need, borrow someone else’s. (pp. 50–58)</td>
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</tr>
<tr>
<td>Becoming friends with Kristi</td>
<td></td>
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<tr>
<td>Sometimes things work out, but don’t count on it. (pp. 59–65)</td>
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<tr>
<td><strong>Chapters in Section Three</strong></td>
<td></td>
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<tr>
<td>Going to the community dance</td>
<td></td>
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<tr>
<td>Some people think they know who you are, when they really don’t. (pp. 67–75)</td>
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</tbody>
</table>
## Understanding Catherine, Page 2 of 2

<table>
<thead>
<tr>
<th>Chapters in Section Four</th>
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</thead>
</table>
| Playing basketball with Kristi and Ryan  
Sometimes people laugh when they like you. Sometimes they laugh to hurt you. (pp. 104–110) |  |
| Catherine gives Jason new word cards.  
Open closet doors carefully. Sometimes things fall out. (pp. 113–123) |  |

<table>
<thead>
<tr>
<th>Chapters in Section Five</th>
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</thead>
</table>
| Kristi sees Catherine and Jason at the wharf.  
When things get confusing, make a joke. (pp. 151–154) |  |

<table>
<thead>
<tr>
<th>Chapters in Section Six</th>
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</table>
| Jason invites Catherine to the dance.  
I have a rule against it. No dancing unless I’m alone in my room or it’s pitch-black dark. (pp. 176–177) |  |

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<thead>
<tr>
<th>Chapters in Section Seven</th>
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</table>
| David says goodnight to Catherine.  
If you need some words, Arnold Lobel wrote some good ones. (pp. 198–200) |  |
### Understanding Catherine/Answer Key

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<tr>
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<td></td>
</tr>
<tr>
<td>Creating rules for David</td>
<td>Catherine is embarrassed by the way David acts. She believes she always has to show David what to do. That’s why she created rules for him.</td>
<td>She feels responsible for David. She has to take care of things. She thinks other kids don’t like her because she has a brother like David.</td>
</tr>
<tr>
<td>Sometimes you’ve gotta work with what you’ve got. (pp. 4 and 41)</td>
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<tr>
<td><strong>Chapters in Section Two</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choosing words for Jason</td>
<td>Catherine wants Jason to get to know her. She understands that he needs some stronger words to express what he is feeling. She thinks about the rules she makes up for David, and writes RULE on a card for Jason.</td>
<td>Catherine thinks she can help Jason by giving him words.</td>
</tr>
<tr>
<td>If you don’t have the words you need, borrow someone else’s. (pp. 50–58)</td>
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<td></td>
</tr>
<tr>
<td><strong>Chapters in Section Three</strong></td>
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<tr>
<td>Going to the community dance</td>
<td>Catherine gives Jason the cards she made. When he tells her, “No. I mean. Catherine. My friend,” Catherine thinks of him more as clinic friends, not always friends. He asks for more words, and she tells his mom to give her all of the blank cards for words.</td>
<td>Catherine thinks Jason might want to be her always friend. She’s not sure what she wants.</td>
</tr>
<tr>
<td>Some people think they know who you are, when they really don’t. (pp. 67–75)</td>
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<tr>
<td><strong>Chapters in Section Four</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playing basketball with Kristi and Ryan</td>
<td>Catherine wants to go to Kristi’s, but she doesn’t really want David to go with her. When she explains occupational therapy to Kristi, Ryan tells David to jump.</td>
<td>Catherine doesn’t like other kids making fun of her brother.</td>
</tr>
<tr>
<td>Sometimes people laugh when they like you. Sometimes they laugh to hurt you. (pp. 104–110)</td>
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</table>
### Understanding Catherine/Answer Key —— Page 2 of 3

<table>
<thead>
<tr>
<th>Events or challenges and Catherine’s Rule</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Playing basketball with Kristi and Ryan, Continued</td>
<td><em>When Kristi tells Ryan to give David some gum to make him stop jumping, Ryan gives him an empty wrapper. David is very unhappy and Catherine takes him home.</em></td>
<td></td>
</tr>
<tr>
<td>Catherine gives Jason new word cards. Open closet doors carefully. Sometimes things fall out. (pp. 113–123)</td>
<td><em>After Catherine had the bad experience with Kristi and Ryan, she reflected her feelings in the word cards she created for Jason. Jason shares that he’s not always happy and sometimes he wishes he would die. He tells Catherine he wishes he could run. She takes him outside so she can push him fast and he can feel what it’s like to go running.</em></td>
<td><em>Catherine feels mixed up. She feels like she would have more friends if she didn’t have a brother like David, but she is the only one who can take care of him. She feels like she can help Jason realize his dream of running.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapters in Section Five</th>
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<th></th>
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</thead>
</table>
| Kristi sees Catherine and Jason at the wharf. When things get confusing, make a joke. (pp. 151–154) | *When pushing Jason on the wharf, Catherine spots Kristi working with a group of young children. When a child asks what’s wrong with Jason, Kristi says it’s not polite to point. When Jason says, “Catherine. Pretty.”* | *Catherine is embarrassed that Kristi has seen with Jason.*
|  |  | *Catherine feels confused. Is Jason telling her that he likes her?* |

<table>
<thead>
<tr>
<th>Chapters in Section Six</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jason invites Catherine to the dance. I have a rule against it. No dancing unless I’m alone in my room or it’s pitch-black dark. (pp. 176–177)</td>
<td><em>Jason invites Catherine to the community dance.</em></td>
<td><em>Catherine is unsure if she wants to go to the dance with Jason. She tells him her rule about not dancing as an excuse.</em></td>
</tr>
</tbody>
</table>
### Understanding Catherine/Answer Key——Page 3 of 3

<table>
<thead>
<tr>
<th>Events or challenges and Catherine’s Rule</th>
<th>How the character responds</th>
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</tr>
</thead>
<tbody>
<tr>
<td>David says goodnight to Catherine. If you need some words, Arnold Lobel wrote some good ones. (pp. 198–200)</td>
<td>In her room after the dance, Catherine sees that nothing has really changed. Kristi doesn’t send her messages at night and David still puts toys in the fish tank. She uses the words from <em>Frog and Toad Are Friends</em>, to tell David that she really isn’t mad at him.</td>
<td>Catherine realizes that she can’t change people. She can be a good sister to David, and that is what is important.</td>
</tr>
</tbody>
</table>
Grade Four Opinion Writing Frame

<table>
<thead>
<tr>
<th>Topic:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Opinion:</td>
<td></td>
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<tr>
<td>Organization:</td>
<td></td>
</tr>
<tr>
<td>Reasons:</td>
<td></td>
</tr>
<tr>
<td>Conclusion:</td>
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</tbody>
</table>
# Grade Five Opinion Writing Rubric

<table>
<thead>
<tr>
<th>Expectations</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td><strong>Introduction, Topic and Opinion</strong></td>
<td>Does not include a topic sentence, introduce the topic, or state an opinion</td>
<td>Includes an opening sentence but does not adequately introduce the topic or state the opinion</td>
<td>Includes a topic sentence that introduces the topic and states opinion</td>
<td>Includes a topic sentence that introduces the topic, states opinion, and “hooks” the reader</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Lacks organization of reasons and support</td>
<td>Has some organization but reasons are unclear or illogical</td>
<td>Has an organizational structure that lists the reasons for the opinion in a logical way</td>
<td>Has an organizational structure that lists the reasons for the opinion and “chunks” supporting details in a logical way</td>
</tr>
<tr>
<td><strong>Support and Details</strong></td>
<td>Does not include support for opinion</td>
<td>Includes little support for opinion using few or no details from the text</td>
<td>Includes adequate support for opinion using details from the text</td>
<td>Includes ample support for opinion using details from the text</td>
</tr>
<tr>
<td><strong>Linking Words</strong></td>
<td>Does not include use of linking words</td>
<td>Includes use of few linking words to connect opinion and reasons</td>
<td>Includes use of some linking words to connect opinion and reasons</td>
<td>Includes use of several linking words to connect opinion and reasons</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>Does not include a concluding sentence/section</td>
<td>Closing sentence/section is not related to the opinion</td>
<td>Includes a concluding sentence/section about the opinion</td>
<td>Includes a concluding sentence/section that restates the opinion</td>
</tr>
<tr>
<td><strong>Grade-Appropriate Conventions and Grammar</strong></td>
<td>Contains many errors in conventions and grammar, impeding the ability to understand the written work</td>
<td>Contains several errors in grade-appropriate conventions and grammar</td>
<td>Contains few errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences with varied sentence structures)</td>
<td>Contains no errors in grade-appropriate conventions (capitalization, punctuation, and spelling) and grammar (complete sentences with varied sentence structures)</td>
</tr>
</tbody>
</table>
INTENTIONALLY BLANK
This is an opportunity to level the playing field for teachers and students by putting information in their hands. This will really help teachers to have information they need.

(Nancy Stokely, Elementary Principal)

This section provides information about a variety of additional resources for disability awareness. As appropriate, links to websites are included.

• Books for Summer Reading
• Follow-Up Activities for Families
• Resources for Guest Speakers
• Multimedia Resources
• Resources: Florida and National
Books for Summer Reading
Prekindergarten: Ages Three and Four

**Don't Call Me Special: A First Look at Disability**
*Pat Thomas, Author; Lesley Harker, Illustrator*
*Barron’s Educational Series, Inc. 250 Wireless Boulevard, Hauppauge, NY 11788*
*Copyright: 2002*
*ISBN-13: 978-0-7641-2118-0*

**Themes:** Orthopedic impairment (Physical disability), Self-acceptance

**Summary:** This book explores questions and concerns about physical disabilities in a simple and reassuring way. Younger children can find out about individual disabilities, special equipment, and how people of all ages deal with disabilities. The book features full-color illustrations and an information page for parents and teachers.

**Readability:** 830L—Grades 4–5 (Adult Read Aloud)

**Format:** Hardcover, Paperback; 32 pages

**I Can, Can You?**
*Marjorie W. Pitzer, Author and Photographer*
*Woodbine House, 6510 Bells Mill Road, Bethesda, MD 20817*
*Copyright 2004*

**Themes:** Down syndrome, Self-acceptance

**Summary:** This is a board book with color photographs of babies and toddlers with Down syndrome swimming, eating spaghetti, laughing, playing ball, and showing what they can do.

**Readability:** 340L—Grade 1 (Adult Read Aloud)

**Awards:** International Board on Books for Young People 2007, Outstanding Books for Young People with Disabilities

**Format:** Boardbook; 16 pages
Prekindergarten: Ages Three and Four

**Mama Zooms**
*Jane Cowen-Fletcher, Author and Illustrator*
*Scolastic Books, 730 Broadway, New York, NY 10003*
*Copyright: 1993*  
*ISBN: 0-590-45775-6*
  
**Themes:** Cerebral palsy, Orthopedic impairment (Physical disability), Parents  
**Summary:** A small boy—with the aid of his energetic mother, her wheelchair “zooming machine,” and imagination—pretends that he is on a train, a spaceship, and more.  
**Readability:** 750L—Grades 3–4 (Adult Read Aloud)  
**Format:** Hardcover, Paperback; 32 pages

**Tibby Tried It**
*Sharon and Ernie Useman, Authors; Cary Pillo, Illustrator*
*Magination Press, American Psychological Association, 750 First Street, NE, Washington, DC*  
*Copyright: 1999*  
*ISBN: 1-55798-558-8*
  
**Themes:** Orthopedic impairment (Physical disability), Problem solving  
**Summary:** Tibby is a young bird that can’t fly because he has a crooked wing. Some birds make fun of him, but Tibby makes friends with other animals in the forest that teach him how to climb, slither, hop, and more. Tibby uses his new abilities to rescue Baby Robin.  
**Readability:** 750L—Grades 3–4 (Adult Read Aloud)  
**Format:** Hardcover; 48 pages
Kindergarten and Grade One

**Crow Boy**
*Taro Yashima, Author*
*Themes: Intellectual disabilities, Acceptance*
*Summary:* In a small Japanese village, Chibi is an outcast at school because he is different from the other children. He is continually bullied and made fun of until the sixth grade when a teacher takes interest in him. The teacher creates opportunities for Chibi to show his talents and knowledge.
*Readability:* 760L—Grades 3–4 (Adult Read Aloud)
*Award:* 1956 Caldecott Honor book
*Format:* Hardcover, Paperback; 40 pages

**The Seeing Stick**
*Jane Yolen, Author; Daniela Terrazzini, Illustrator*
*Running Press Kids, Running Press Book Publishers, 2300 Chestnut Street, Philadelphia, PA 19103-4371*
*Themes: Visual impairment, Acceptance*
*Summary:* This is a tale of Hwei Min, the daughter of the emperor of China. She has been blind since she was born. The emperor offered a reward to find a cure. An old man carved his walking stick so that the princess could learn to “see” by feeling the likenesses of the people around that were carved into the stick.
*Readability:* 940L—Grades 4–6 (Adult Read Aloud)
*Format:* Hardcover; 30 pages
Kindergarten and Grade One

*Nathan's Wish: A Story about Cerebral Palsy*
Laurie Lears, Author; Stacey Shuett, Illustrator
Albert Whitman & Company, 6340 Oakton Street, Morton Grove, IL 60053
Copyright: 2005
ISBN: 0-8075-7101-6
Themes: Cerebral palsy, Orthopedic impairment (Physical disability), Problem solving
Summary: A boy with cerebral palsy helps out at a raptor rehabilitation center. He tries to help Fire, an owl that cannot fly. Miss Sandy says the owl's wing will never be strong enough. Nathan desperately searches for a way to help Fire, not realizing that what he finds will help transform his life as well.
Readability: 840L—Grades 4–5 (Adult Read Aloud)
Format: Hardcover, Paperback; 32 pages

*We’ll Paint the Octopus Red*
Stephanie Stuve-Bodeen, Author; Pam DeVito, Illustrator
Publisher: Woodbine House, 6510 Bells Mill Road, Bethesda, MD 20817
Copyright: 1998
Themes: Down syndrome, Siblings, Acceptance
Summary: Emma, a six-year-old, anticipates the birth of her new baby brother by imagining what they will do together. When Isaac is born, he has Down syndrome. Emma helps her father realize that Isaac is the baby they dreamed of. The book includes a set of commonly asked questions about Down syndrome with answers for children and how it might affect their siblings and family.
Readability: 980L—Grades 5–7 (Adult Read Aloud)
Format: Hardcover, eBook; 28 pages
Grades Two and Three

**Knots on a Counting Rope**  
*Bill Martin, Jr., Author; John Archambault and Ted Rand, Illustrators*  
*Henry Holt and Co., 175 Fifth Avenue, New York, NY 10010*  
Copyright: 1987  
Themes: Visual impairment, Self-acceptance  
Summary: The counting rope is a metaphor for the passage of time and a boy's emerging confidence in facing his blindness. In a question-and-answer format, the Navaho Indian boy and his grandfather tell about the events on the night of his birth. The boy teaches his horse to run the trails. He enters a race but does not win. However, his grandfather tells him that he has “raced darkness and won.”  
Readability: 480L—Grades 1–2  
Awards: Reading Rainbow Featured Book, Booklist Editors’ Choice, School Library Journal Best Books of the Year  
Format: Hardcover, Paperback; 32 pages

**Hannah**  
*Gloria Whelan, Author; Leslie Bowman, Illustrator*  
*Stepping Stone Books, Random House Books for Young Readers, New York, NY 10016*  
Themes: Visual Impairment, Acceptance  
Summary: Hannah is a nine-year-old girl who is blind and stays at home on the farm with her parents. When Lydia Robbin, the new teacher, comes to board with Hannah’s parents, she helps teach Hannah how to experience new things. Hannah is able to go to school, but she first has to overcome some obstacles to be successful.  
Readability: 740L—Grades 3–4  
Format: Paperback; 64 pages
Grades Two and Three

**Trevor, Trevor**
*Diane Twachtman-Cullen, Author; Diedre Sassano, Illustrator*
*Starfish Speciality Press, P.O. Box 799, Higganum, CT 06441*
*Copyright: 1998*
**Themes:** Autism spectrum disorder, Acceptance
**Summary:** Trevor is a primary-school-aged child whose problems with social relationships suggest a form of autism. Unfortunately, it is not Trevor's strengths that his classmates notice, but rather his differences. The classmates change their attitudes through the efforts of a caring and sensitive teacher.
**Readability:** 900L—Grades 4–5 (Adult Read Aloud)
**Format:** Paperback; 41 pages

**What’s Wrong with Timmy?**
*English and Spanish versions available*
*Sandra Speidel and Maria Shriver, Authors; Sandra Speidel, Illustrator*
*Little, Brown Books for Young Readers, Hachette Book Group, 3 Center Plaza, Boston, MA 02108*
*Copyright: 2001*
**Themes:** Intellectual disabilities, Friendship
**Summary:** Eight-year-old Kate meets a boy who seems different from her. After talking with her mom, Kate begins to understand that Timmy is just like her in many ways. Kate and Timmy become friends and learn they have a lot in common. Kate’s mother models appropriate behavior, speaking to her daughter calmly and directly, and providing examples from her own life to help Kate understand about Timmy.
**Readability:** 570L—Grades 2–3
**Format:** Hardcover, Paperback; 48 pages
Grades Four and Five

**Adam and the Magic Marble**  
*Adam and Carol Buehrens, Authors*  
*Hope Press, PO Box 188, Duarte, CA 91009*  
*Copyright: 1991*  
*ISBN: 978-1-878267-30-2*  
*Themes: Cerebral palsy, Tourette syndrome, Bullying*  
*Summary: Adam, Chris, and Matt are often harassed by bullies until they discover a magic marble. This story tells how three boys with disabilities, taunted by their peers, find a marble full of magic powers that are nearly impossible to control. They accidentally aim a magical spell at the bullies to begin their adventures.*  
*Readability: 790L—Grades 3–4*  
*Format: Paperback; 108 pages*

**Deaf Child Crossing**  
*Marlee Matlin, Author*  
*Aladdin Paperbacks, Simon & Schuster Books for Young Readers, Children’s Publishing Division, 1230 Avenue of the Americas, New York, NY 10020*  
*Copyright: 2004*  
*Themes: Deaf, Hard-of-hearing, Friendship*  
*Summary: Megan is deaf, and Cindy can hear. The two girls become friends when Cindy moves into Megan’s neighborhood. When they go away to camp, their friendship is put to the test. Megan is very independent, but gets lost and Cindy has to find her. Megan realizes that sometimes everyone needs help.*  
*Readability: 950L—Grades 5–6–3*  
*Format: Paperback; 208 pages*
Grades Four and Five

The Summer of the Swans
Betsy Byars, Author
Puffin Books, Penguin Books, USA, 345 Hudson Street, New York, NY 10014
Copyright: 1970
Themes: Intellectual disabilities, Siblings
Summary: A teenage girl gains new insight into herself and her family when her brother with intellectual disabilities gets lost. Sara’s ten-year-old brother cannot speak, but he can understand what is said to him. He loves watching the swans in the lake near their house. When he gets lost, Sara thinks she knows where to find him.
Readability: 830L—Grades 4–5
Awards: 1971 Newbery Medal
Format: Paperback; 144 pages

Wish on a Unicorn
Karen Hesse, Author
Square Fish, 175 Fifth Avenue, New York, NY 10010
Copyright: 1992
Themes: Intellectual disabilities, Siblings
Summary: Sixth-grader Maggie has to care for her seven-year-old sister, Hannie, who has a mild cognitive impairment. Hannie finds an old stuffed unicorn and believes it is magical when strange things start to happen. One afternoon when searching for Hannie, Maggie learns how brave her sister really is.
Readability: 760L—Grades 3–4
Format: Paperback; 108 pages
Follow-Up Activities for Families

This section offers suggestions for activities that families can do together to increase disability awareness. Look around your community, watch a movie, or read books together. It can be fun!

Learn from Friends and Family

Get together with a family member, friend, or other person you know who has a disability and is willing to talk with your child about it. Have them tell your child about things they enjoy doing. Ask them to describe how they work around any limitations that result from their disability.

Participate in Community Events

Watch for and participate in events in your community, such as the Special Olympics: Project UNIFY in which young people develop school communities where students work to promote respect and dignity for individuals with intellectual disabilities. This project supports partner’s clubs and mentoring programs. The “Get Into It” program provides lesson plans and resources for service learning with Web-based interactivity.

http://www.specialolympics.org/Sections/What_We_Do/Project_Unify/Project_Unify.aspx

Explore Parks and Playgrounds

Go to nearby parks and recreation facilities and explore ways persons with disabilities can take advantage of the opportunities for fun. Talk with your children ahead of time about what to look for when they go to the park or playground. Afterwards, discuss what they saw and felt. Be sure to answer any questions.

Check out information about accessibility in Florida’s State Parks on this website:
https://www.floridastateparks.org/access-for-all/ada-policy

Did you know that Florida has many accessible playgrounds, including “Boundless Playgrounds,” specially designed to be inclusive for all children? A Boundless Playground incorporates special equipment configuration, surfacing plan, and site access.

http://www.accessibleplayground.net/playground-directory/?cn-s=&cn-cat=23

The Florida Disabled Outdoors Association provides a free Recreation Resource Referral Network. You can search for accessible inclusive programs and services, products, destinations, and events throughout Florida, at http://www.fdoa.org/rrd.
Investigate Accessibility in the Community
Take your children on a walk and look for ways the buildings, roads, and sidewalks are designed with accessibility in mind. You can turn this into a scavenger hunt if your children are older. Make a checklist of things to find. As a follow-up, ask your children how they would make their community more accessible for persons with disabilities.
Here are a few examples of things to look for:
• Curb cuts or sidewalk ramps
• Specially marked parking spaces
• Automatic door openers
• Braille numbers and letters in an elevator or on signs
• Auditory signals that accompany traffic light changes
• Ramps in addition to stairs
• Levers on doors instead of round door knobs
• Busses or vans that accommodate wheelchairs.

Watch a Movie
Watch a movie like *Dolphin Tale, Finding Nemo*, or *The Miracle Worker*. See pages 111–113 for more information about these movies. Before the movie begins, talk with your children about the characters who have disabilities. Tell them to look for the ways the other characters relate to them. Point out the things the characters with disabilities can accomplish. After the movie is over, ask your children what they thought.
The Autism Society has teamed up with the AMC movie theaters to offer special showings once a month in a safe and accepting environment with the “Sensory Friendly Films” program. Selected theaters will have their lights on and the sound turned down. Families can bring in their own snacks, and no previews or advertisements will be shown before the movie. Audience members are welcome to get up and move around and sing if they like. For more information, see [http://www.autism-society.org/get-involved/events/sensory-friendly-films/](http://www.autism-society.org/get-involved/events/sensory-friendly-films/).

Read Books Together
Locate books described in this Guide at your local library or bookstore. Read them together and discuss key ideas and themes during family time. The Reading Rockets website provides a wealth of information and suggestions for parents of children of all ages, including sections on Reading Together, Early Literacy and Preschool, and Summer Reading: [http://www.readingrockets.org/audience/parents/](http://www.readingrockets.org/audience/parents/)
Florida Resources for Guest Speakers

Preparation
You may wish to invite a teenager or adult with a disability or someone who works with people with disabilities to come to talk with your children. The first thing to do is to determine what your goals are. Do you want the speaker to talk about his own experiences with disability? Do you want him to show or demonstrate special equipment or adaptive devices? Do you want the speaker to help children learn ways to include others with disabilities in their classroom activities and everyday life?
Before the speaker arrives, tell the children about him and what they can expect. You might have them identify some questions to ask. You could give a list of questions to the speaker before he starts so he will be sure to address them. Leave time at the end of the session so the children can ask any other questions they may have. Be sure to have the children compose a thank-you note to the speaker.

Resources (listed alphabetically)

Center for Autism and Related Disabilities (CARD)
CARD comprises seven regional projects funded by the Florida Department of Education that provide information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities and their families in Florida. CARD offers supports within the natural contexts of homes, residences, childcare programs, schools, and communities at no charge.
http://www.florida-card.org/

Central Florida Parent Center
The Central Florida Parent Center is one of three regional Parent Training and Information (PTI) centers serving Florida and funded by the U.S. Department of Education, Office of Special Education Programs. The center provides information and resources for parents of children with disabilities, along with strategies for developing and maintaining collaborative partnerships with school personnel. The staff includes a Youth Liaison who designs special programs for teens and young adults. The center serves 30 counties in Florida with headquarters in Palm Harbor, Florida. http://centralfloridaparentcenter.org/

Family Care Council
The Family Care Council advises Florida’s Agency for Persons with Disabilities (APD) to advocate, educate, and empower individuals with developmental disabilities and their families. Fourteen local Family Care Councils are active in their regions and work closely with regional APD offices. http://www.fccflorida.org/
**Family Network on Disabilities, Inc.**

FND is a national network of individuals who may be at-risk, have disabilities, or have special needs; it also includes their families, professionals, and concerned citizens. The Network sponsors a wide range of local, state and national programs primarily aimed at providing information and training for parents and youth and young adults with disabilities who are transitioning to independent living and employment in Florida. Headquarters are in Dunedin, Florida. [http://www.fndfl.org/](http://www.fndfl.org/)

**Florida Council for Exceptional Children**

The Florida Council for Exceptional Children is a member of the international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or students who are gifted. Seventeen local chapters comprise the Florida Council for Exceptional Children. Contact information for each local chapter is available on the website, at [http://www.floridacec.org/](http://www.floridacec.org/).

**Florida Diagnostic and Learning Resources System (FDLRS)**

FDLRS provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. Service centers include 19 centers that directly serve school districts in the areas of Child Find, Parent Services, Human Resource Development, and Technology. In addition, the FDLRS Network also includes five multi-disciplinary centers that focus on in-depth evaluations and several statewide projects offering specialized services. Contact your local FDLRS Associate Center for information on resources in local areas. [http://www.fdlrs.org](http://www.fdlrs.org)

**Florida Inclusion Network (FIN)**

FIN collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers. In partnership with districts, FIN facilitates the implementation of inclusive best practices through: 1) data-driven, student-focused planning and problem-solving across districts and schools; 2) data-driven professional development and technical assistance to increase knowledge and skills of district and school personnel; and 3) coaching and resources for district and school personnel to sustain inclusive best practices, and information to build collaborative relationships among families, schools, and districts. [http://www.floridainclusionnetwork.com/](http://www.floridainclusionnetwork.com/)
Florida PTA
Florida PTA is a statewide volunteer organization working on behalf of all children and youth and is made up of approximately 1,400 local units. The Florida Diversity and Inclusion Plan helps to provide local organizations with the tools and resources necessary to provide services and support to diverse populations and to identify and mentor local leaders to strengthen the diversity within the association. http://floridapta.org

Florida Youth Council
The Florida Youth Council, sponsored by the Family Cafe, is a group of emerging youth leaders (age 15-17 and ages 18-30) with disabilities or special health care needs who live in Florida. The Florida Youth Council provides opportunities for youth and emerging leaders, including an Annual Youth Summit at The Family Café Annual Conference. The council also publishes a newsletter and sponsors an online outreach program through social networking. http://www.floridayouthcouncil.com/

Parent-to-Parent of Miami
Parent-to-Parent of Miami is a Community Parent Resource Center (CPRC) funded by the U.S. Department of Education, Office of Special Education Programs serving Miami- Dade and Monroe Counties. The center provides information, educational training and support to families who have children and adults with disabilities and/or special needs. The center headquarters are in Miami, Florida. http://www.ptopmiami.org/

Youth Leadership Forum
The Youth Leadership Forum is an annual career and leadership-training program for young adults with disabilities sponsored by The Able Trust. http://www.abletrust.org/ylf/
Multimedia Resources

This section provides information about selected films and videos that can be used in activities for disability awareness.

Films for Adults

**It’s All About You! Get to Know Your IEP — Elementary School**

*Virginia Department of Education Self-Determination Project*

http://www.imdetermined.org/resources/detail/elementary_its_all_about_you_get_to_know_your_iep_oc

Elementary-age students speak about their own understanding of individual educational plans (IEPs), their strengths and learning needs, setting goals, and attending the IEP meeting. (12.30 minutes)

**Autism: The Musical**

*2007, Warner Brothers*

http://www.autismthemusical.com

Tricia Regan’s documentary captures the transformation of five children with autism and their families as they develop and rehearse “The Miracle Project,” an original musical about children with autism. Supported by their families and led by educator and coach Elaine Hall (whose son is in the production), the children develop social skills as they learn to work with one another.

Available for purchase on DVD.

**Including Samuel**

*2007, Institute on Disability, University of New Hampshire*

http://www.includingsamuel.com

*Including Samuel* is a documentary film that chronicles the Habib family’s efforts to include Samuel in every facet of their lives. Samuel was diagnosed with cerebral palsy. The film portrays his family’s hopes and struggles as well as the experiences of four other individuals with disabilities and their families. Discussion questions and guides are available on the website.

Available for purchase on DVD.
Films for Children

**The Miracle Worker—The Story of Helen Keller**  
**2000, Disney**  
This is the story of Helen Keller and her teacher, Annie Sullivan. Helen is unable to speak, hear, or see since childhood. Through Annie’s strong will and belief, Helen learns how to survive and thrive in the world through the eyes and ears of others.  
Available for purchase on DVD.

**Dolphin Tale**  
**2011, Warner Brothers Pictures**  
[http://dolphintalemovie.com](http://dolphintalemovie.com)  
This movie is based on a true story of a bond between a boy named Sawyer and an injured dolphin named Winter. The dolphin is taken to a marine hospital where she is treated. Unfortunately her injuries required that her tail be amputated. Through Sawyer’s devotion and the expertise of a marine biologist and a prosthetist, Winter gets a new artificial tail and a second chance at life. The ending shows documentary footage from Winter’s actual rescue, several of the prosthetic tails that Winter has worn, and scenes from real amputees who have visited Winter at the Clearwater Marine Aquarium in Florida.  
Available for purchase on DVD.

**Finding Nemo**  
**2003, Pixar**  
Marlin and Dory are fish who search their underwater world for Marlin’s missing son, Nemo. They are worried because Nemo has an underdeveloped fin and can’t swim very well. Nemo was scooped up by a scuba diver and dumped into a dentist’s aquarium. Marlin and Dory finally find Nemo and help him get back home.  
Available for purchase on DVD.
**Happy Feet**  
*2003, Warner Brothers*  
http://www2.warnerbros.com/happyfeet/  
A young emperor penguin, Mumble lives with his colony in the Antarctic. His friends use their singing skills to attract mates, but he can’t sing a note. In fact, he sends potential sweethearts waddling in the opposite direction. Mumble finds another way to attract a mate: he can tap dance. This movie shows there is more than one way to take care of important things in life.  
Available for purchase on DVD.

**Praying with Lior**  
*2007, Ruby Pictures*  
http://www.prayingwithlior.com/  
This is a documentary film about Lior, who has Down syndrome. Lior lost his mother at age six, and her words and spirit are infused throughout the film. Everyone agrees that Lior is closer to God, but family members feel he’s a burden, a best friend, an inspiration, and an embarrassment. As Lior approaches his Bar Mitzvah, the Jewish coming-of-age ceremony, different characters comment on their life spent “praying with Lior.” The movie poses difficult questions such as “What is a disability?” and “Who really talks to God?”  
The website provides resources, activities, questions, and a continuing blog with Lior as he grows up. These activities can be used to engage children and families in this movie.  
Available for purchase on DVD.
Resources
This section provides a list of agencies and organizations in Florida and across the nation with information related to disability awareness.

Florida Resources

The Florida Developmental Disabilities Council, Inc.
http://www.fddc.org
The Florida Developmental Disabilities Council advocates and promotes meaningful participation in all aspects of life for Floridians with developmental disabilities. The Council provides information about developmental disabilities on its website.

Florida Department of Education
http://www.fldoe.org
The Florida Department of Education provides administration, leadership, and support for public education in the state, including Florida's school districts. Its website provides a wide range of information about schools and educational programming. The Bureau of Exceptional Education and Student Services (BESS) administers programs for students with disabilities and gifted education, coordinates student services in the state, and participates in multiple interagency efforts.
http://www.fldoe.org/academics/exceptional-student-edu
Florida's Office of Early Learning works with the Department of Children and Families to implement the Voluntary Prekindergarten Program (VPK). You can find information about Florida's Early Learning Standards on this website.
http://www.floridaearlylearning.com/
The CPALMS website provides a searchable database of the Florida Standards for, the Next Generation Sunshine State Standards, Florida Course Descriptions, and related instructional and professional development resources for educators.
http://cpalms.org
**Disability Rights Florida**
http://www.disabilityrightsflorida.org

Disability Rights of Florida is the designated protection and advocacy system for individuals with disabilities in Florida. It funded with federal grants.

**Family Network on Disabilities of Florida**
http://www.fndfl.org

FND is a national organization of families and individuals who may be at risk, have disabilities, or have special needs; it also includes family members, professionals, and concerned citizens. The Network sponsors a wide range of local, state, and national programs primarily aimed at providing information and training for parents and youth and young adults with disabilities who are transitioning to independent living and employment in Florida.

**Florida Diagnostic and Learning Resources System (FDLRS)**
http://www.fdlrs.org

FDLRS provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. Service centers include 19 centers that directly serve school districts in the areas of Child Find, Parent Services, Human Resource Development, and Technology. In addition, the FDLRS Network also includes five multi-disciplinary centers that focus on in-depth evaluations and several statewide projects offering specialized services. Contact the local FDLRS Associate Center for information on resources in local areas.

**Florida Inclusion Network (FIN)**
http://www.floridainclusionnetwork.com/

FIN collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers. In partnership with districts, FIN facilitates the implementation of inclusive best practices through: 1) data-driven, student-focused planning and problem-solving across districts and schools; 2) data-driven professional development and technical assistance to increase knowledge and skills of district and school personnel; and 3) coaching and resources for district and school personnel to sustain inclusive best practices, and information to build collaborative relationships among families, schools, and districts.
Very Special Arts: Florida (VSAFL)
http://www.vsafl.org/
VSAFL, the state’s premier organization on arts and disability, provides, supports, and champions arts education and cultural experiences for and by people with disabilities. Headquartered at the University of South Florida in the College of Education, VSA Florida advocates the arts as a way of communication, a means to unite people of all abilities, and a pathway to opportunities. In 2013, VSA Florida served more than 100,000 individuals with disabilities through artist in residency programs, transition programs, community art classes, exhibitions, professional development and inclusive cultural events.

National Resources

United States Department of Education, Office of Special Education and Related Services—Office of Special Programs
http://www2.ed.gov/about/offices/list/osers/osep/index.html
This branch of the federal government is dedicated to improving results for infants, toddlers, children, and youth with disabilities by providing leadership and support to states and local school districts. OSEP administers the Individuals with Disabilities Education Act (IDEA). IDEA authorizes formula grants to states, and discretionary grants to institutions of higher education and other nonprofit organizations to support research, demonstrations, technical assistance and dissemination, technology and personnel development and parent-training and information centers. These programs are intended to ensure that the rights of infants, toddlers, children, and youth with disabilities and their parents are protected.

Center for Parent Information and Resources (CPIR)
http://www.parentcenterhub.org/
CPIR is a central source of information on disabilities in infants, toddlers, children, and youth. Every State has at least one Parent Training and Information Center (PTI) to offer families this information. Many States also have a Community Resource Center (CPRC) that offers the same type of support and training to parents of children with disabilities. For more information on PTIs and CPRCs:
PTIs in Florida
Central Florida Parent Center
Website: http://centralfloridaparentcenter.org
Parent Education Network Project
Website: http://fndfl.org/programs/pen-parent-education-network.aspx
Parents of the Panhandle Information Network
Website: http://fndfl.org/programs/popin-parents-of-the-panhandle-information-network.aspx

CPRC in Florida
Parent-to-Parent in Miami, Inc.,
Website: http://www.ptopmiami.org

Centers for Disease Control and Prevention
http://cdc.gov
The Centers for Disease Control collaborate to create expertise, information, and tools that people and communities need to protect their health—through health promotion; prevention of disease, injury and disability; and preparedness for new health threats. The National Center for Birth Defects and Developmental Disabilities focuses on human development and disabilities, birth defects and developmental disabilities, and blood disorders.

Disability Awareness Activities and Additional Resources

Arthur (Public Broadcasting System)
http://www.pbs.org/parents/arthur/lesson/index.html
PBS sponsors a listing of websites with a variety of games, activities, and lesson plans for students at all levels (kindergarten through postsecondary). For example, Arthur’s Communication Adventure: Exploring Inclusion and Accessibility contains activities and handouts to help children who are hearing and sighted become more aware of ways that children who are blind, visually impaired, deaf, or hard of hearing learn, plan and enjoy the same things they do.
**Friends Who Care®**

http://www.easterseals.com/site/PageServer?pagename=ntl_friendswhocare

Developed by Easter Seals, Friends Who Care® is designed to help children better understand what it means and how it feels to be a young person with a disability. This educational program gives students the opportunity to learn what is involved when people have a disability, and how they adapt to go to school or work as independently as possible.

**Kids’ Corner**

http://www.iidc.indiana.edu/cedir/kidsweb/default.html

This is a site for young people which has easy-to-understand information about disabilities, including famous people, fun facts, books, movies, and games. It was established in 2007 by the Center for Disability Information & Referral (CeDIR), Indiana Institute on Disability and Community, at Indiana University, Bloomington.

**Kennedy Center, VSA and Accessibility Center Resources for Educators and Parents**

http://www.vsaarts.org/education/vsa/resources/edu_parents.cfm

The Center's resources are designed to help educators and parents gain information on the relationship of arts, education, and disabilities, especially for children with disabilities. The website provides suggestions for creating inclusive educational environments, along with cross-curricular lessons, guides to creative writing in inclusive settings, and ideas for arts for young children at home.
APPENDIX

The appendix includes a chart, “Standards and Benchmarks Addressed in Lesson Plans,” with the Florida Early Learning and Developmental Standards for Three-Year-Olds, the Florida Early Learning and Developmental Standards for Four-Year-Olds, and the Language Arts Florida Standards for Kindergarten through Grade Five, and the specific lessons plans that address each standard.

The "List of Books by Disability and Theme" provides a topical listing of books according to the disabilities and themes that are incorporated into each story.

The “Feedback, Please” section includes sets of questions for children and a survey for parents and educators to solicit their feedback about this Guide.
Standards Addressed in Lesson Plans
Florida's Early Learning and Developmental Standards for Three-Year-Olds

Social and Emotional Development

<table>
<thead>
<tr>
<th>A. Pro-Social Behaviors</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Interacts with and develops positive relationships with peers.</td>
<td>Selected Examples</td>
</tr>
<tr>
<td>• Giving a hug to a child who is crying.</td>
<td>It's OK to Be Different</td>
</tr>
<tr>
<td>• Talking with other children during snack or meal time.</td>
<td>Learning Together with Friends at School</td>
</tr>
<tr>
<td>4. Shows care and concern for others.</td>
<td>• Tell a trusted adult when a friend is hurt.</td>
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<td></td>
<td>• Ask questions about why another child is crying or upset.</td>
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</table>

Language and Communication

<table>
<thead>
<tr>
<th>B. Communication and Speaking</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Shows increased vocabulary and uses language for many purposes.</td>
<td>Making up the words to a story in the library corner.</td>
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<tr>
<td></td>
<td>Using language to describe a picture painted at the easel.</td>
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Emergent Reading

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<thead>
<tr>
<th>C. Emergent Reading</th>
<th>Lesson Plans</th>
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</thead>
<tbody>
<tr>
<td>4. Demonstrates comprehension and responds to stories.</td>
<td>Use pictures to describe actions.</td>
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<td></td>
<td>Anticipate what comes next in a familiar story, with assistance.</td>
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</tbody>
</table>

Cognitive Development and General Knowledge

<table>
<thead>
<tr>
<th>C. Social Studies</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Begins to recognize and appreciate similarities and differences in people.</td>
<td>Selected Examples</td>
</tr>
<tr>
<td>• Notice that someone is wearing the same shirt that they are.</td>
<td>It's OK to Be Different</td>
</tr>
<tr>
<td>• Comment that this color crayon looks like their skin and another color crayon looks like their friend’s skin.</td>
<td>Learning Together with Friends at School</td>
</tr>
</tbody>
</table>
Florida’s Early Learning and Developmental Standards for Four-Year-Olds

Language, Communication and Emergent Literacy

<table>
<thead>
<tr>
<th>C. Vocabulary</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Shows an understanding of words and their meanings.</td>
<td>Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area.</td>
</tr>
<tr>
<td>2. Shows increased vocabulary to describe many objects, actions, and events.</td>
<td>Benchmark a: Child uses a large speaking vocabulary, adding new words weekly.</td>
</tr>
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<tr>
<th>F. Emergent Reading</th>
<th>Lesson Plans</th>
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</thead>
<tbody>
<tr>
<td>4. Demonstrates comprehension of text read aloud.</td>
<td>Benchmark a: Child retells or reenacts a story after it is read aloud. Benchmark b: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if . . .?”)</td>
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Social and Emotional Development

<table>
<thead>
<tr>
<th>B. Relationships</th>
<th>b. Peers</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacts with and develops positive relationship with peers.</td>
<td>Selected Examples • Engaging in activities with peers (e.g., riding tricycles or dramatic play). • Understanding the difference between helpful and hurtful ways to get something. • Helping a classmate with a physical disability line up to go outside • Labeling emotions on peers’ faces (e.g., “You look sad.”).</td>
<td>It’s OK to Be Different Learning Together with Friends at School</td>
</tr>
<tr>
<td>3. Shows care and concern for others.</td>
<td></td>
<td>Learning Together with Friends at School</td>
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</tbody>
</table>
## Cognitive Development and General Knowledge

### C. Social Studies

<table>
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<tr>
<th>Lesson Plans</th>
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<tbody>
<tr>
<td>It's OK to Be Different</td>
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<tr>
<td>Learning Together with Friends at School</td>
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</tbody>
</table>

#### Selected Examples

- Noticing a child using a walker or wheelchair and asking questions about why it is needed.
- Choosing play dough or paint that matches his/her skin color.

### Language Arts Florida Standards

#### Kindergarten

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.K.RL.1.1</td>
<td>With prompting and support, ask and answer questions about key details in a text.</td>
<td>Making Friends with Harry and Willy and Carrothead</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Craft and Structure</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.K.RL.2.4</td>
<td>With prompting and support, ask and answer questions about unknown words in a text.</td>
<td>Making Friends with Harry and Willy and Carrothead</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Text Types and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.K.W.1.1</td>
<td>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g. My favorite book is…).</td>
</tr>
</tbody>
</table>

### Grade One

<table>
<thead>
<tr>
<th>Language</th>
<th>Vocabulary Acquisition and Use</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.1.L.3.2</td>
<td>With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</td>
<td>Be Good to Eddie Lee</td>
</tr>
</tbody>
</table>
## Grade One, Continued

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.1.RL.1.1</td>
<td>Ask and answer questions about key details in a text.</td>
<td>Getting to Know Andy and His Yellow Frisbee Be Good to Eddie Lee</td>
</tr>
<tr>
<td>LAFS.1.RL.1.2</td>
<td>Retell stories, including key details, and demonstrate understanding of their central message or lesson.</td>
<td>Getting to Know Andy and His Yellow Frisbee Be Good to Eddie Lee</td>
</tr>
<tr>
<td>LAFS.1.RL.1.3</td>
<td>Describe characters, settings, and major events in a story, using key details.</td>
<td>Getting to Know Andy and His Yellow Frisbee Be Good to Eddie Lee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Integration of Knowledge and Ideas</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.1.RL.3.7</td>
<td>Use illustrations and details in a story to describe its characters, setting, or events.</td>
<td>Getting to Know Andy and His Yellow Frisbee Be Good to Eddie Lee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>LAFS.1.W.1.1</td>
<td>Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</td>
<td>Be Good to Eddie Lee</td>
</tr>
<tr>
<td>LAFS.1.W.1.2</td>
<td>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</td>
<td>Getting to Know Andy and His Yellow Frisbee Be Good to Eddie Lee</td>
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Grade Two

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.2.RL.1.1</td>
<td>Ask and answer such questions as <em>who, what, where, when, why,</em> and <em>how</em> to demonstrate understanding of key details in a text.</td>
<td>Too Much Help: Keep Your Ear on the Ball</td>
</tr>
<tr>
<td>LAFS.2.RL.1.3</td>
<td>Describe how characters in a story respond to major events and challenges.</td>
<td>Too Much Help: Keep Your Ear on the Ball</td>
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<thead>
<tr>
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<th>Text Types and Purposes</th>
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<tbody>
<tr>
<td>LAFS.2.W.1.3</td>
<td>Write narratives in which they recount a well-elaborated event or short sequence of events include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</td>
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Grade Three

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<tbody>
<tr>
<td>LAFS.3.RI.1.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>What is Tourette Syndrome?</td>
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</tbody>
</table>

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<thead>
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<th>Reading for Information</th>
<th>Craft and Structure</th>
<th>Lesson Plans</th>
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</thead>
<tbody>
<tr>
<td>LAFS.3.RI.2.6</td>
<td>Distinguish their own point of view from that of the author of a text.</td>
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<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAFS.3.RL.1.1</td>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</td>
<td>Sosu’s Call</td>
</tr>
<tr>
<td>LAFS.3.RL.1.3</td>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
<td>Sosu’s Call</td>
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</table>
## Grade Three, Continued

<table>
<thead>
<tr>
<th>Writing</th>
<th>Text Types and Purposes</th>
</tr>
</thead>
</table>
| LAFS.3.W.1.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons.  
  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  
  b. Provide reasons that support the opinion.  
  c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.  
  d. Provide a concluding statement or section. |
| Sosu’s Call | What is Tourette Syndrome? |

## Grade Four

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<tr>
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<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
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</thead>
<tbody>
<tr>
<td>LAFS.4.RL.1.1</td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>Jackson Whole Wyoming</td>
</tr>
<tr>
<td>LAFS.4.RL.1.3</td>
<td>Describe in depth a character, setting, or event in a story or drama, drawings on specific details in the text (e.g., a character’s thoughts, words, or actions).</td>
<td>Jackson Whole Wyoming</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Text Types and Purposes</th>
</tr>
</thead>
</table>
| LAFS.4.W.1.1 | Write opinion pieces on topics or texts, supporting a point of view with reasons.  
  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.  
  b. Provide reasons that are supported by facts and details.  
  c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).  
  d. Provide a concluding statement or section related to the opinion presented. |
| Jackson Whole Wyoming |
## Grade Five

### Reading Literature

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<th>Standard</th>
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</thead>
<tbody>
<tr>
<td>LACC.5.RL.1.1</td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>The Hanagashore Rules</td>
</tr>
<tr>
<td>LACC.5.RL.1.2</td>
<td>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</td>
<td>The Hanagashore Rules</td>
</tr>
</tbody>
</table>

### Reading Literature

<table>
<thead>
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<th>Craft and Structure</th>
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</thead>
<tbody>
<tr>
<td>LACC.5.RL.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Text Types and Purposes</th>
<th>Lesson Plans</th>
</tr>
</thead>
</table>
| LACC.5.W.1.1      | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  
|                   | a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  
|                   | b. Provide logically ordered reasons that are supported by facts and details.  
|                   | c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).  
|                   | d. Provide a concluding statement or section related to the opinion presented. | The Hanagashore Rules |
## Lists of Books by Disability and Theme

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Feedback, Please
The Federal Developmental Disabilities Act of 2000 requires all Developmental Disabilities Councils to report on customer satisfaction with council-supported activities. The information that you are providing in these surveys will be incorporated into an annual report that is submitted to the Administration on Developmental Disabilities. We value your appraisal of this activity. Your reply is important.

Feedback from the Children
The Florida Developmental Disabilities Council, Inc., wants to know what children learned from the books in this Guide. Simply make a copy of the appropriate set of questions and ask the children. Please summarize their answers and submit their responses online using the following link: http://www.surveymonkey.com/s/22HTVD8.

Questions for Children in Prekindergarten to Grade One

1. Before hearing this story, what did you think about a child with a disability?

   😊😊  😊😊😊  😊😊😊😊

2. After hearing this story, will you be friends with a child with a disability?

   😊😊😊  😊😊😊😊  😊😊😊😊😊

3. Do you feel more comfortable asking your parent or teacher about disabilities?

   😊😊😊  😊😊😊😊  😊😊😊😊😊

4. Will you talk to a child with a disability now that you have learned about disabilities?

   😊😊😊  😊😊😊😊  😊😊😊😊😊
Questions for Children in Grades Two to Five

1. Before reading this story, what did you think about a person with a disability?

________________________________________________________________________

2. After reading this story, are you more likely to be friends with a child with a disability?

________________________________________________________________________

3. Did this story make you feel more comfortable asking your parent or teacher about disabilities?

________________________________________________________________________

4. Will you speak to someone with a disability now that you have learned about disabilities?

________________________________________________________________________

1. What is the most important thing you learned from this story?

________________________________________________________________________

2. Other comments you wish to share?

________________________________________________________________________
Feedback from Parents and Educators

Please rate your agreement with each of the following statements about this Guide, *Disability Awareness through Language Arts and Literacy: Resources for Prekindergarten and Elementary School*, by circling the letters that reflect your rating. You may fax a copy of your survey to the Florida Developmental Disabilities Council at (850) 922-6702 or take the survey online at http://www.surveymonkey.com/s/H5ZMFX6.

**Rating Scale**

<table>
<thead>
<tr>
<th>SA</th>
<th>A</th>
<th>N</th>
<th>D</th>
<th>SD</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

1. This Guide will help children increase their respect for and acceptance of individual differences.
   - SA A N D SD NA

2. This Guide will help children understand disabilities and related social issues.
   - SA A N D SD NA

3. The books described in this Guide promote positive attitudes toward persons with disabilities and facilitate successful inclusion practices in our schools and community.
   - SA A N D SD NA

4. The lesson plans support the development of literacy and language arts skills through activities about disability awareness.
   - SA A N D SD NA

5. The additional resources include many useful activities and websites that will help families and educators to promote disability awareness for children.
   - SA A N D SD NA

6. After reading this Guide, I plan to read the books and use the activities and lesson plans with my children.
   - SA A N D SD NA

Thank you for taking your time to provide us feedback on the disability awareness guide and books. Your feedback is important to us. It helps us know how to produce products that help you.

Your Florida Developmental Disabilities Council

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