Disability Awareness Through Language Arts and Literacy

Resources for Prekindergarten and Elementary School

2012

FLORIDA DEVELOPMENTAL DISABILITIES COUNCIL, INC.
This guide is the property of the Florida Developmental Disabilities Council and the U.S. Department of Health and Human Services. We encourage the widespread use and dissemination of the materials contained within this guide.

Please contact www.FDDC.org with any questions or comments you may have pertaining to this guide.
Disability Awareness Through Language Arts and Literacy

Resources for Prekindergarten and Elementary School

Marty Beech, Ph.D.

2012

FLORIDA DEVELOPMENTAL DISABILITIES COUNCIL, INC.
ACKNOWLEDGEMENTS

With appreciation for the wisdom and guidance of the following members of the Advisory Committee:

Jeanne Boggs  Parent, Leon County
Kathy Burton  Program Specialist, Bureau of Exceptional Education and Student Services, Florida Department of Education
Christine Duff  Teacher, Exceptional Student Education, Lake Brantley High School, Seminole County
Jennifer Faber  State School-Age Services Coordinator, Florida’s Office of Early Learning
Erika Hall  Program Specialist, Just Read Florida, Florida Department of Education
Jenny Harry  Program Specialist, Bureau of Exceptional Education and Student Services, Florida Department of Education
Charlotte Johnson-Davis  Program Specialist, Just Read Florida, Florida Department of Education
April Katine  Project Manager, Florida Developmental Disabilities Council, Inc.
Barbara Krakower  Facilitator, Florida Inclusion Network, Broward County
Paula Marshall  Human Resources Developer, Florida Diagnostic and Learning Resources System, Miccosukee Associate Center
Anne McHugh  Inclusion/Behavior Specialist, Early Learning Coalition of Pasco and Hernando Counties
Patti McMullen  Teacher, Fourth Grade, Buck Lake Elementary School, Leon County
Amanda Moore  State Inclusion Network Coordinator, Florida’s Office of Early Learning
Sara Romine  Project Monitor, Florida Developmental Disabilities Council, Inc.
Nancy Stokely  Principal, Woodville Elementary School, Leon County
Stan Weser  Facilitator, Florida Inclusion Network, Florida Gulf Coast University
Jean Woodard  Parent, St. Lucie County


The links included in this document are provided as a convenience and for informational purposes only; they do not constitute an endorsement or approval by the Florida Developmental Disabilities Council of any of the products, services, or opinions of the corporation, organization, or individual.
# TABLE OF CONTENTS

## Introduction .............................................................. 1

References.............................................................................. 2

## Disability Awareness ..................................................... 3

How People Are Alike and Different ........................................ 4
Positive Attitudes and Productive Relationships ......................... 4
  Disability Etiquette for Children ........................................... 5
  Communication Skills ......................................................... 5
  Friendships and Productive Relationships ............................ 6
Information about Disabilities .................................................. 6
Disability Resources .................................................................. 7
Contributions of Individuals with Disabilities ............................. 7
References ............................................................................ 8

## Language Arts & Literacy Activities ................................. 9

Reading and Listening .......................................................... 10
  Shared Reading ..................................................................... 10
  Directed Reading ............................................................... 12
  Story Elements .................................................................... 16
  Character Study .................................................................... 18
  Reflecting on Reading ........................................................ 20
Writing and Speaking ............................................................ 22
  Tell a Story .......................................................................... 22
  Share Information ............................................................... 24
  Share an Opinion .................................................................. 26

## Using Children's Literature to Increase Disability Awareness 29

About the Books ..................................................................... 30
  Text Complexity, Grade Levels, and Lexile® Bands ................. 30
  Book Selection ..................................................................... 31
  References ........................................................................... 32
Books for Prekindergarten: Ages Three and Four ....................... 33
Books for Kindergarten and Grade One .................................... 37
Books for Grades Two and Three ............................................ 40
Books for Grades Four and Five .............................................. 44
Lesson Plans .................................................................49
What's in the Lesson Plans? .........................................................50
Lesson Plans for Selected Books ..................................................51
  Prekindergarten, Ages Three and Four ........................................51
  Kindergarten and Grade One .....................................................59
  Grades Two and Three ..........................................................68
  Grades Four and Five ............................................................79

Additional Resources .............................................................97
Books for Summer Reading .........................................................98
  Prekindergarten: Ages Three and Four .......................................98
  Kindergarten and Grade One .................................................100
  Grades Two and Three .........................................................102
  Grades Four and Five ..........................................................104
Follow-Up Activities for Families ...............................................106
  Learn from Friends and Family ...............................................106
  Participate in Community Events .............................................106
  Explore Parks and Playgrounds .............................................106
  Investigate Accessibility in the Community ............................107
  Watch a Movie ..................................................................107
  Read Books Together ..........................................................107
Florida Resources for Guest Speakers ......................................108
  Preparation ........................................................................108
  Resources ..........................................................................108
Multimedia Resources ................................................................111
Information Resources ..............................................................114
  Florida Resources ................................................................114
  National Resources ............................................................116
Disability Awareness Activities and Additional Resources ............117

Appendix .................................................................................119
Standards and Benchmarks Addressed in Lesson Plans .................120
  Florida’s Early Learning and Developmental Standards for Three-Year-Olds ........................................120
  Florida’s Early Learning and Developmental Standards for Four-Year-Olds ........................................121
  Common Core Standards: English and Language Arts ..............................................................122
Lists of Books by Disability and Theme .......................................128
Feedback, Please .....................................................................132
  Feedback from the Children ......................................................132
  Feedback from Parents and Educators ........................................134
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., 2008)

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 44), 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**


DISABILITY AWARENESS

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
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 (pp. 114–118).

- The National Dissemination Center for Children with Disabilities (also called NICHCY) offers brief but detailed fact sheets in both English and Spanish on specific disabilities. [http://nichcy.org/disability/specific/](http://nichcy.org/disability/specific/)
- 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:
• The Tampa Mayor’s Alliance for Persons with Disabilities provides an alphabetical list of descriptions of famous persons with disabilities. [http://www.tampagov.net/dept_mayor/mayors_alliance/famous_persons/index.asp](http://www.tampagov.net/dept_mayor/mayors_alliance/famous_persons/index.asp)

• *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. [http://www.disabled-world.com/artman/publish/article_0060.shtml](http://www.disabled-world.com/artman/publish/article_0060.shtml)

• *Kids’ Corner*, sponsored by the Center for Disability Information & Referral at Indiana University, hosts a list designed for children which includes entertainers, athletes, and leaders. [http://www.iidc.indiana.edu/cedir/kidsweb/fpwdinfo.html](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 Florida Resources for Guest Speakers, beginning on page 108.

**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 enable learners to understand and to 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 partner 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
• Actions
• Description
• Quotes
• Feelings
• 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? The author?
- **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.

**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.

**For More Information**


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, address, and website

**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, etc.

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

**Lesson Plan**: Page numbers, if featured in a lesson plan in the *Guide*.

**Text Complexity, Grade Levels, and Lexile® Bands**

The readability of the books is described as the Lexile text measure, which is 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 with the relative grade levels reflecting the readability level of the text. If a book is written at a readability level above the targeted age group in this *Guide*, Adult Read Aloud is suggested. This *Guide* uses the “Stretch” Lexile bands recommended by the Common Core State Standards Initiative to place texts in the grade levels indicated:

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Current Lexile Band</th>
<th>“Stretch” Lexile Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>K–1</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>2–3</td>
<td>450L–725L</td>
<td>450L–790L</td>
</tr>
<tr>
<td>4–5</td>
<td>645L–845L</td>
<td>770L–980L</td>
</tr>
<tr>
<td>6–8</td>
<td>860L–1010L</td>
<td>955L–1155L</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):

<table>
<thead>
<tr>
<th>Guide For Reviewing Children's Literature That Includes Characters with Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illustrations and Appearance</strong></td>
</tr>
<tr>
<td>Uses quality artwork, layout, and design.</td>
</tr>
<tr>
<td>Illustrates characters in a realistic manner.</td>
</tr>
<tr>
<td>Shows characters with disabilities in active or leadership roles, included with persons without disabilities; eliminates stereotypes and avoids tokenism.</td>
</tr>
<tr>
<td>Illustrates accuracy in technical detail of equipment.</td>
</tr>
<tr>
<td><strong>Theme: Main Idea and Author’s Intent</strong></td>
</tr>
<tr>
<td>Knowledge of persons with disabilities</td>
</tr>
<tr>
<td>Provides accurate depiction of the disability that unfolds in the story.</td>
</tr>
<tr>
<td>Addresses abilities and disabilities.</td>
</tr>
<tr>
<td>Promotes positive images of persons with disabilities.</td>
</tr>
<tr>
<td>Intent goes beyond teaching about disabilities.</td>
</tr>
<tr>
<td>Attitude toward persons with disabilities</td>
</tr>
<tr>
<td>Promotes empathy, not pity.</td>
</tr>
<tr>
<td>Demonstrates acceptance and respect for persons with disabilities, not ridicule.</td>
</tr>
<tr>
<td><strong>Characterization: Character Roles and Relationships</strong></td>
</tr>
<tr>
<td>Characters with disabilities are more like typical characters than they are different.</td>
</tr>
<tr>
<td>Persons with disabilities play major or support roles; they have reciprocal relationships.</td>
</tr>
<tr>
<td>Achievements are based on intelligence/effort (talents/strengths), not the disability.</td>
</tr>
<tr>
<td><strong>Plot: Problem, Resolution, and Standard for Success</strong></td>
</tr>
<tr>
<td>Characters with disabilities participate in solving the problem.</td>
</tr>
<tr>
<td>Characters with disabilities positively affect/influence others in the story.</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
</tr>
<tr>
<td>There is accurate portrayal of the time and location.</td>
</tr>
<tr>
<td><strong>Literary Style: Choice of Words, Sentence Structure, Figures of Speech</strong></td>
</tr>
<tr>
<td>Language stresses a person-first, disability-second philosophy.</td>
</tr>
<tr>
<td>Loaded words are not used.</td>
</tr>
<tr>
<td><strong>Author/Illustrator</strong></td>
</tr>
<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

_Nan Holcomb, Author; Virginia Lucia, Illustrator_

_Turtle Books, Jason and Nordic Publishers, PO Box 441, Hollidaysburg, PA 16648_

_http://jasonandnordic.com/

_Copyright: 1987_


_Themes_: Cerebral palsy, Friendship

_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—Grades 2–3 (Adult Read Aloud)

_Format_: Hardcover, Paperback; 32 pages

---

Friends at School

_English and Spanish versions_

_Rochelle Bunnett, Author; Matt Brown, Illustrator_

_Star Bright Books, 13 Landsdowne Street, Cambridge, MA 02139_

_http://www.starbrightbooks.com_

_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 (Adult Read Aloud)

_Format_: Hardcover, Paperback; 32 pages

_Lesson Plan_: Pages 56–58
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*

[http://www.freespirit.com](http://www.freespirit.com)

*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 2–3 (Adult Read Aloud)

**Format:** Paperback, eBook; 41 pages

---

*It’s OK to Be Different*

*English and Spanish versions available*

*Todd Parr, Author; Matt Brown, Illustrator*

*Little, Brown Books for Young Readers, Hachette Book Group, 3 Center Plaza, Boston MA 02108*

[http://www.hachettebookgroup.com](http://www.hachettebookgroup.com)

*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 (Adult Read Aloud)

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

**Lesson Plan:** Pages 54–55
Prekindergarten: Ages Three and Four

**My Friend Has Down Syndrome**

*English and Spanish versions available*

*Jennifer Moore-Mallinos, Author; Marta Fábrega, 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 child 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 4–5 (Adult Read Aloud)

**Formats:** Paperback; 32 pages

---

**My Pal Victor; Mi Amigo, Victor**

*Bilingual English—Spanish; English only available*

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

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

[http://www.raventreepress.com](http://www.raventreepress.com)

*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 2–3 (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 disabilities), 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:** Pages 51–53

---

**We Can Do It**

*Laura Dwight, Author*

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

[http://www.starbrightbooks.com](http://www.starbrightbooks.com)

**Copyright: 1992/1997**

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

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

**ISBN-10:** 933149-83-2; **ISBN-13:** 978-0-933149-83-0

**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—Grades 2–3 (Adult Read Aloud)

**Format:** Hardcover, Paperback; 24 pages

**Lesson Plan:** Pages 62–64

---

**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*

**ISBN-13:** 978-0-698-11582-8

**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 (Adult Read Aloud)

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

**Lesson Plan:** Pages 65–67
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
http://www.albertwhitman.com
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 disabilities. 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 (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
http://www.albertwhitman.com
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 (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 (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 disabilities), 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:** Pages 59–61
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
http://www.peachtree-online.com

Copyright: 2000 by Rehabilitation Institute of Chicago

Themes: Cerebral palsy, Orthopedic impairment (Physical disabilities), 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
http://www.jkp.com/

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 2–3
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*

[http://www.albertwhitman.com](http://www.albertwhitman.com)

*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*

[http://www.tilburyhouse.com](http://www.tilburyhouse.com)

*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 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

**Award:** 2008 Moonbeam Children’s Book Award

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

**Lesson Plan:** Pages 68–71

---

*The Prairie School*

*Avi, Author; Bill Farnsworth, Illustrator*

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

[http://harpercollins.com](http://harpercollins.com)

*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

**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
http://www.kanemiller.com/
Copyright: 1997/2002
Themes: Orthopedic impairment (Physical disabilities), 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 2–3
Format: Hardcover; 40 pages
Lesson Plan: Pages 72–75

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
http://www.tictalkbook.com/
Copyright: 2007
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 4–5 (Adult Read Aloud)
Format: Paperback, eBook; 48 pages
Lesson Plan: Pages 76–78
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

**Awards:** 2005 Newbery Honor Book, School Library Journal Best Book of the Year, Publishers Weekly Best Book 2004 (See website for additional awards.)

**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*

*ISBN: 978-1-84310-721-7*

**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 an inclusive 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
http://www.tundrabooks.com/
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: Pages 79–82

Jackson Whole Wyoming

Joan Clark, Author
Autism Asperger Publishing Company, P.O. Box 23173, Shawnee Mission, KS 66283
http://wwwasperger.net
Copyright: 2005
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: Pages 83–88
Grades Four and Five

Lisa and the Lacemaker

Kathy Hoopman, Author
Jessica Kingsley Publishers, 400 Market Street, Philadelphia, PA 19106
http://www.jkp.com/
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 2–3
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
http://www.kids.simonandschuster.com
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.
See Curriculum Connections, pages 10-12, for ideas for instruction, available from the Sunshine State Young Readers Award Program:
http://myssyra.org/grades3_5/35activities.html
Readability: 700L—Grades 2–3
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_

[http://www.scholastic.com/home](http://www.scholastic.com/home)

**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 2–3 and 4–5

**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:** Pages 89–95

---

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_

[http://www.kids.simonandschuster.com](http://www.kids.simonandschuster.com)

**Copyright: 2004/2006**


**Themes:** Orthopedic impairment (Physical disabilities), 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—Grades 4–5

**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 grade 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://www.floridastandards.org). This website includes the Next Generation Sunshine State Standards and Common Core Standards linked to Course Descriptions and Instructional Resources. 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 Common Core Standards for English/Language Arts, Kindergarten through Grade Five. Disability awareness learning objectives 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:** The questions and suggested observations included in Before and After Assessments target the disability awareness objectives. Other assessments may be used to measure children’s performances in the different phases of the lesson.

**Guiding Questions and Vocabulary:** The guiding questions target disability-awareness concepts. Vocabulary words are listed with the page reference for each story.

**Teaching Phase; Guided Practice; Independent Practice; Closure:** These are the primary activities of the lesson. Language arts and literacy activities described in this Guide are used in the lessons. The name of the activity is underlined and the page reference is provided: Activity (Guide, p. #). Worksheets for children are included at the end of some lessons.

**Extensions:** These activities relate to the disability-awareness concept or the content of the story.

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

Prekindergarten, Ages Three and Four

**What Susan CAN Do**

**Short Summary:**
This lesson teaches children to think about what a person can do, rather than possible limitations. *Susan Laughs* describes many things that Susan can do and what she feels. At the end, the story reveals that she uses a wheelchair. Children learn that people with disabilities can do the same things as others.

**Estimated Time:**

Hours:  Two 15-minute lessons

Minutes:

**Standards and Learning Objectives:**
Language and Communication

Three-Year-Olds

B.2 Shows increased vocabulary and uses language for a variety of purposes.

C.4. Demonstrates comprehension and responds to stories.

Four-Year-Olds

C.1. Shows an understanding of words and their meanings.

C.2. Shows increased vocabulary to describe many objects, actions, and events.

E.4. Demonstrates comprehension of text read aloud.

Disability Awareness Objective:

Begins to show understanding that children with disabilities can do many things.

**Materials:**

* Susan Laughs*, by Jeanne Willis

Optional: Flashcards with action and feeling words and illustrations (select words from the vocabulary list)

**Assessments:**

**Before:** What words do children use to name actions and feelings? Which actions and feelings do they have difficulty naming?

**After:** 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, Cont.

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 (Guide, pp. 10-11) 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, Cont.
Feelings: Ask children to look at the illustrations on the flashcards or in the book and tell what Susan is feeling. How do you know? Point out that these are feelings that all children have.

3. Independent Practice:
On the following day, show children the book again. Ask them to recall what Susan can do. Locate illustrations 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 things and has the same feelings as other children.
As appropriate, continue to point out and reinforce instances where children show they understand how children are the same and different.

5. Extensions:
Tell a Story (Guide, pp. 22-23):
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 ways they feel, using the format in the story: [Child’s name] ______.
Lesson Plan: What Susan CAN Do, Cont.

5. Extensions, Cont.
Write the statements on each page and have the children draw pictures to show what they can do or ways 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.

For children who may have difficulty with drawing, have them use pictures from coloring books or magazines for their personalized stories.
It's OK to Be Different  

Prekindergarten, Ages Three and Four

**Short Summary:**
In this lesson, children learn that even though children appear to be different, they are the same in many ways.

**Estimated Time:**
Hours:  
Minutes: 20

**Standards and Learning Objectives:**

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

Social and Emotional Development
- Three-Year-Olds
  - B.2. Interacts with and develops positive relationships with peers.
- Four-Year-Olds
  - B.2. Interacts with and develops positive relationship with peers.

Language and Communication
- Three-Year-Olds
  - C.2. Demonstrates comprehension and responds to stories.
- Four-Year-Olds
  - E.4. Demonstrates comprehension of text read aloud.

Disability Awareness Objective:
- Begins to identify how children are the same and different.

**Materials:**
*It’s OK to Be Different*, by Todd Parr

Lesson adapted from #2898. “It’s Okay to Be Different”  

**Assessments:**

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

**After:** How are children different from each other? How are children the same?
Lesson Plan: It's OK to Be Different, Cont.

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 these students. Use additional examples, if desired.

Show the book and read the title. Ask children what they think the book will be about?

2. Guided Practice:
Use Shared Reading (Guide, pp. 10–11) to read the book aloud, inviting children’s comments and questions about each page. Explain vocabulary and illustrations.

3. Independent Practice, Cont.
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 where 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 in this class/family. We are 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.*

5. Extensions:
Show children a white egg and a brown egg (raw or hardboiled). Allow the children the opportunity to touch the eggs and feel their weight and the texture of their shells. Ask them what is the same and what is different.

Have the children predict what the eggs will look like on the inside. Crack the eggs open into two separate bowls. Ask the children to describe what they see. Explain that the eggs are the same inside even though they look different on the outside.

Tell how people are the same on the inside, even if they look different.

Accommodations:
Use alternative strategies when communicating with children who are non-verbal or are English Language Learners, or who have language delays.
Learning Together with Friends at Prekindergarten, Ages Three and Four School

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: Hours: Minutes:
Two 20-minute lessons

Standards and Learning Objectives:
Social Studies
Three-Year-Olds
C.1. Begins to recognize and appreciate similarities and differences in people.
Four-year-olds
C.1. Begins to recognize and appreciate similarities and differences in people.

Social and Emotional Development
Three-Year-Olds
B.2. Interacts with and develops positive relationships with peers.
B.4. Shows care and concern for others.
Four-Year-Olds
B.1. Interacts with and develops positive relationship with peers.
B.3. Shows care and concern for others.

Language and Communication
Three-Year-Olds
E.4. Demonstrates comprehension and responds to stories.
Four-Year-Olds
E.4. Demonstrates comprehension of text read aloud.

Disability Awareness Objective:
Beginning to show awareness that children with disabilities can do many things at school.

Materials:
Friends at School, Rochelle Bunnett

**Assessments:**

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

**After:** 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* (Guide, pp. 10–11) to read the book aloud, inviting children’s comments and questions about each page. Explain vocabulary and illustrations, as needed.

2. **Guided Practice:**

On the next day, review vocabulary and the children in the photographs.

3. **Guided Practice, Cont.**

Have children describe how the children with disabilities in the photographs are learning in the class and how they are working together with the other children.

4. **Independent Practice:**


Ask children to tell 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.

5. **Closure:**

At the end of the lesson, tell the children how much 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.

6. **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.
Lesson Plan: Learning Together with Friends at School, Cont.

5. Extensions, Cont.
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.
Kindergarten and Grade One

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.

Estimated Time: Hours: Minutes: 45

Standards and Learning Objectives:
LACC.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.
LACC.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LACC.K.RL.3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
LACC.1.RL.1.1 Ask and answer questions about key details in a text.
LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.
LACC.1.RL.3.9 Compare and contrast the adventures and experiences of characters in stories.

Disability Awareness Objective:
Identify positive qualities in children.

Materials:
Harry and Willy and Carrothead, by Judith Caseley
Chart paper or white board; drawing or writing paper for children

Assessments:
Before: What is a friend? What do you think when you see someone who is different? What should you do if you see someone being teased?
After: How did the school children treat Harry at first? What could Harry do well? Why did Harry and Oscar become friends? Why did Harry stand up for Oscar?
Lesson Plan: Making Friends with Harry and Willy and Carrothead, Cont.

Guiding Questions:
What can children learn from children who are different?
Why do children become friends?

Vocabulary:
bundled (p. 1)
cooed (p. 2)
ever bothered walking (p. 4)
prosthesis (p. 6)
regular kid (p. 9)
doubled his fist (p. 16)

1. Teaching Phase, Cont.
What happened when Willy called Oscar “Carrothead?” (pp. 14–16)
How did Harry and Willy and Carrothead become friends? (pp. 17–20)

2. Guided Practice:
Create a chart to compare the characters.

<table>
<thead>
<tr>
<th>Character</th>
<th>Differences</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harry</td>
<td>No left hand</td>
<td>Friend</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fingerpainting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plays baseball</td>
</tr>
<tr>
<td>Oscar</td>
<td>Red hair</td>
<td>Writer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friend</td>
</tr>
<tr>
<td>Willy</td>
<td>Plays baseball</td>
<td>Became a friend</td>
</tr>
</tbody>
</table>

3. Independent Practice:
Draw a picture to complete each sentence:
Harry was good at ________.
Oscar was good at ________.
Willy was good at ________.
Tell or write a statement, or draw a picture, to answer this question:
Why did the three boys become friends?
Lesson Plan: Making Friends with Harry and Willy and Carrothead, Cont.

Ask children to tell how each of the following statements relates to the story or their own lives.
• Don’t be afraid of someone because they look different.
• Look for things others can do well.
• Be a good friend.
As appropriate, continue to point out and reinforce instances of children being friends.

5. Extensions:
Why was Jim Abbott a hero to Harry?
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 or are English Language Learners, or who have language delays. For example, have them locate illustrations to respond to questions.
For children who may have difficulty with drawing, have them select pictures from the story to complete the sentence.
**Getting to Know Andy and His Yellow Frisbee**

**Kindergarten and Grade One**

**Short Summary:**
This lesson introduces children to a young boy, Andy, who has autism. Children learn about common characteristics of autism and how to act when they want to make friends with a child who has a disability.

**Estimated Time:**

<table>
<thead>
<tr>
<th>Hours:</th>
<th>Minutes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two 20-minute lessons</td>
<td></td>
</tr>
</tbody>
</table>

**Standards and Learning Objectives:**

LACC.K.RL.1.2 With prompting and support, retell familiar stories, including key details.
LACC.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
LACC.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.

Disability Awareness Objectives:
Demonstrate understanding of what it means to have a disability.
Demonstrate positive ways of interacting with a child with a disability.

**Materials:**

*Andy and His Yellow Frisbee*, by Mary Thompson

**Assessments:**

**Before:** Ask children what it means to have a disability. How should you act when you meet someone with a disability?

**After:** Have children tell you what they learned about the disability called “autism.” How should you act when you want to become friends with a child with a disability?
### Lesson Plan: Getting to Know Andy and His Yellow Frisbee, Cont.

#### Guiding Questions:
- What does it mean when someone says a child has autism?
- How can you get to know a child with a disability?
- Can a person be your friend if they are different than you are?

#### Vocabulary:
- frisbee (title)
- spin; spinning (pp. 1, 3)
- kept an eye out (p. 4)
- autism (p. 5)
- comfort (p. 13)
- his own world (p. 15)

#### 1. Teaching Phase, cont.:
- 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:
On the next day, revisit the story by asking the children to retell what is going on in the illustrations.
- 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)

#### 3. Independent Practice:
Ask children what they would do if they were in the same place as Sarah.
Model the way children should act. Describe what you are doing and explain why. Then have the children play the roles of Sarah and Andy.
Talk about how Sarah and Rosie showed they respected and cared about Andy.
Lesson Plan: Getting to Know Andy and His Yellow Frisbee, Cont.

4. Closure:
Ask children to tell you how they should act when they meet a child with a disability. Make a short list of things to remember:
• 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 children respecting and caring for each other.

5. Extensions:
For more information about autism in easy-to-understand language, see

Accommodations:
Use alternative strategies when communicating with children who are non-verbal or are English Language Learners, or who have language delays. For example, have them locate illustrations in the story to respond to questions.
For children who may have difficulty with role play, provide verbal prompting and feedback to guide their actions.
**Be Good to Eddie Lee**

**Kindergarten and Grade One**

**Short Summary:**
This lesson helps children understand why they shouldn’t use hurtful words when talking about a child with a disability. It shows how we can learn important things from children with disabilities.

**Estimated Time:**

<table>
<thead>
<tr>
<th>Hours:</th>
<th>Minutes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two</td>
<td>20-minute lessons</td>
</tr>
</tbody>
</table>

**Standards and Learning Objectives:**

- LACC.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- LACC.K.RL.1.2 With prompting and support, identify characters, settings, and major events in a story.
- LACC.K.RL.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- LACC.1.L.3.2 With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- LACC.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- LACC.1.RL.3.7 Use illustrations and details in a story to describe its characters, setting, or events.

**Disability Awareness Objective:**
Demonstrate positive ways of interacting and communicating with a child who has a disability.

**Materials:**
*Be Good to Eddie Lee*, by Virginia Fleming

**Assessments:**

**Before:** Observe children’s language and actions as they interact with a child with a disability.

**After:** Note changes in children’s language and actions when interacting with a child with a disability. Have the children tell you what they should do when working or playing with a child with a disability.
Lesson Plan: Be Good to Eddie Lee, Cont.

Guiding 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?

Vocabulary:
bothered (p. 2)
frogs’ eggs (p. 4)
salamander (p. 14)
water lilies (p. 16)
tadpoles (p. 23)
reflections (p. 25)

1. Teaching Phase, Cont.

What did they 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)

2. Guided Practice:

On the next day, have children use a Think-Pair-Share strategy (Guide, p. 13) to answer these questions for each part of the story:

Events: What is going on?
Setting: Where does this take place?
Characters: What are the characters thinking and feeling?

• 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 frogs’ eggs. (pp. 17–22)
• Eddie Lee tells Christy why she shouldn’t take the frogs’ 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, Cont.

3. Independent Practice:
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 tell or write a statement, or draw a picture, about one thing Christy learned from Eddie Lee. Do you think Eddie Lee learned something, too?

4. Closure:
Summarize the key points from this lesson using the 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 children if they have ever heard hurtful words used to describe a person with a disability. How would that person feel? Discuss what they should do when they see someone teasing or treating another child in a hurtful way.


Accommodations:
Use alternative strategies when communicating with children who are non-verbal or are English Language Learners, or who have language delays. For example, have them locate illustrations to respond to questions.
For children who may have difficulty with drawing, have them select pictures from the story to complete the sentences.
For those who have difficulty with collaborative learning strategy, assign specific children to serve as partners who can support their partner in the Think-Pair-Share process.
**Grades Two and Three**

*Too Much Help: Keep Your Ear on the Ball*  

**Short Summary:**  
This lesson helps children 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.

**Estimated Time:**  
Hours: 1  
Minutes:  

**Standards and Learning Objectives:**  
LACC.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.  
LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.  
LACC.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.  
LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  
LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.  
LACC.3.W.1.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

**Disability Awareness Objectives:**  
Explain the importance of respecting what a child with a disability can do.  
Demonstrate ways to offer help to a child with a disability.

**Materials:**  
*Keep Your Ear on the Ball*, by Genevieve Petrillo  
*Keep Your Ear on the Ball: What Does Davy Mean?* (Guide, p. 71) 1 per child

**Assessments:**  
**Before:** Observe how children offer and accept help from other children.  
**After:** 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.
Lesson Plan: Too Much Help: Keep Your Ear on the Ball, Cont.

Guiding Questions:
What tools and skills do children who are blind use?
Why is it important for a child to be as independent as possible and to accept help when needed?

Vocabulary:
medium (p. 1)
alien (p. 6)
blind (p. 7)
braille books, braillewriter (p. 8)
cafeteria (p. 9)
complaining (p. 13)
foul (p. 15)
deaf (p. 19)

1. Teaching Phase, Cont.
• What happened on the playground that changed the students’ minds about him? Why did they get tired of hearing, “Thanks, but no thanks?” (pp. 12–24)
• What did Amanda and William do to help Davey play in the game? How well did it work? (pp. 25–33)

2. Guided Practice:
Use the Revise the Story (Guide, pp. 22–23) activity to explore how the story can be changed. Have children work in small groups to brainstorm ways to change the story. Here are some things that could be changed:
• The disability of the main character
• The difficult activity for the character
• The way the difficulty was resolved
Have the children rewrite and illustrate their new stories with new titles. Share the stories with the rest of the group.

3. Independent Practice:
Give children copies of the worksheet in this Guide on p. 71. As you show each page in the story, ask children to describe what Davey meant when he said:
1. “Mind if I look around?” (p. 2)
2. “I’m blind. I’m not an alien.” (p. 6)
3. “Thanks, but no thanks.” (p. 9)
4. “Thanks, but no thanks.” (p. 11)
5. “Thanks, but no thanks.” (p. 14)
6. “Thanks, but no thanks.” (p. 16)
7. “Thanks, but no thanks.” (p. 18)
8. “I’m blind. I’m not deaf.” (p. 19)
9. “Thanks, Amanda, thanks.” (p. 29)
Lesson Plan: Too Much Help: Keep Your Ear on the Ball, Cont.

4. Closure:
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 his 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.

Accommodations:
Use alternative strategies when communicating with children who are non-verbal or are English Language Learners, or who have language delays. For example, have them locate illustrations to respond to questions or use an augmentative alternate communication device.
For children who may have—
- Difficulty working in small groups, assign specific children in the groups who can support each other.
- Difficulty revising the story, provide a graphic organizer with spaces for each of the main events of the story.
- Difficulty with handwriting, have them dictate or use a word processor, rather than write the story.
**Keep Your Ear on the Ball: What Does Davy Mean?**

Name: ______________________________    Date: __________________________

Davey is not afraid to say what is on his mind. He is very aware of his surroundings and how the other children feel about him. Describe what Davey meant when he said:

1. “Mind if I look around?” (p. 2)
   
   _______________________________________________________________________

2. “I’m blind. I’m not an alien.” (p. 6)
   
   _______________________________________________________________________

3. “Thanks, but no thanks.” (p. 9)
   
   _______________________________________________________________________

4. “Thanks, but no thanks.” (p. 11)
   
   _______________________________________________________________________

5. “Thanks, but no thanks.” (p. 14)
   
   _______________________________________________________________________

6. “Thanks, but no thanks.” (p. 16)
   
   _______________________________________________________________________

7. “Thanks, but no thanks.” (p. 18)
   
   _______________________________________________________________________

8. “I’m blind. I’m not deaf.” (p. 19)
   
   _______________________________________________________________________

9. Thanks, Amanda, thanks.” (p. 29)
   
   _______________________________________________________________________
**Sosu's Call**

**Short Summary:**
This lesson helps children understand how they can be affected by the way others view them. The story is about Sosu, an African boy with a disability. The villagers didn’t think he could do anything. Sosu used a drum to call for help and save the older people and children who were trapped by a storm.

**Estimated Time:** Hours: Minutes: 45

**Standards and Learning Objectives:**
LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.
LACC.2.RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
LACC.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LACC.3.RL.2.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections

Disability Awareness Objectives:
Demonstrate understanding of how people are affected by the way others treat them.
Demonstrate ways to show respect and support for what a person with a disability can do.

**Materials:**
*Sosu's Call*, by Meshack Asare (1 per child—may be read individually or in small groups if whole-class sets are not available)
*Sosu’s Call: Key Questions (Guide, p. 75)* (1 per child)

**Assessments:**
**Before:** Have children tell about a person they first thought couldn’t do things very well, but then changed their mind. Why did they change their mind?
**After:** Have children explain how a child is affected by the way others treat him. Why is this important if the child has a disability?
Lesson Plan: Sosu’s Call, Cont.

Guiding Questions:
How does the way other people think about a child with a disability affect how the child feels about himself?
How can people change the way they think about themselves and others?

Vocabulary:
lagoon (p. 3)
a stone’s throw from the sea (p. 5)
stern-looking men (p. 9)
spirit (p. 10)
envy (p. 13)
lazy yawn, angry howl, desperately (p. 17)
churning tide of water (p. 19)
knowing and reassuring look (p. 21)
frail limbs (p. 22)

1. Teaching Phase, Cont.
- What was it like in the village where Sosu lived? What did the people in the village think about Sosu at the beginning of the story? How did this make him feel? How did Sosu see himself? (pp. 3–15)
- How did the flood change the way Sosu thought about himself? What encouraged him? (pp. 16–33)
- How did people in his village see him differently at the end of the story? (pp. 34–37)
- How do you think about children with disabilities after reading this story?

2. Guided Practice:
Use the Think-Pair-Share (Guide, p. 13) strategy to have children review their answers to the questions about Sosu’s Call. Provide feedback on making inferences and locating information in the story that supports their answers.

3. Independent Practice:
Use the Exit Slip strategy (Guide, pp. 20–21) with these questions:
- What was the most important thing that happened in the story?
- How did Sosu and the village people change?
- How did the story surprise you?

4. Closure:
Have children share their responses to the questions on the Exit Slip. Emphasize the importance of thinking positively about each other.
Lesson Plan: Sosu’s Call, Cont.

As appropriate, continue to point out and reinforce instances of children supporting and encouraging each other.

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 or are English Language Learners, or who have language delays. For example, have them locate illustrations to respond to questions or use an augmentative alternate communication device.
For children who have—
- Difficulty reading the book or resources independently, provide alternate formats (audio, braille, large print).
- Difficulty with collaborative learning strategy, assign specific children to serve as partners who can support their partner in the Think-Pair-Share process.
Sosu’s Call: Key Questions

Name: ______________________________    Date: _____________________________

Read each section of the story, Sosu’s Call. Answer the questions.

**Beginning: Pages 3–15**

• What was it like in the village where Sosu lived? What did the people in the village think about Sosu at the beginning of the story? How did this make him feel? How did Sosu see himself?

**Middle: Pages 16–33**

• How did the flood change the way Sosa thought about himself? Who encouraged him?

**End: Pages 34–37**

• How did people in his village see him differently at the end of the story?

**Reflection**

• How do you think about children with disabilities after reading this story?
What is Tourette Syndrome? Grades Two and Three

Short Summary:
This lesson is about a nine-year-old boy’s personal experiences living with Tourette syndrome and how he gains the courage to tell his classmates about it.

Estimated Time: Hours: Minutes: 45

Standards and Learning Objectives:
LACC.2.RI.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
LACC.2.RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
LACC.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.
LACC.3.RI.2.6 Distinguish their own point of view from that of the author of a text.
LACC.3.W.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Disability Awareness Objectives:
Identify characteristics of Tourette syndrome.
Demonstrate understanding of when and how children with disabilities should tell others about their disability.

Materials:
Tic Talk: Living with Tourette Syndrome, by Dylan Peters

Assessments:
Before: Ask children what they know about Tourette syndrome.
After: What have you learned about Tourette syndrome? What should you do when you see someone “tic?” When should children with disabilities tell others about their disability?
Lesson Plan: What is Tourette Syndrome?, Cont.

Guiding Questions:
How does Tourette syndrome affect a person?
Why did Dylan want to tell his class about his disability?
What would you do?

Vocabulary:
Tourette syndrome (TS) (title)
tics (p. 10)
body movements, vocal sounds, mission (p. 14)
medication (p. 16)

1. Teaching Phase:
Tell children about Tourette syndrome. It is a neurological movement disorder that causes involuntary and repeated body movements, called "tics." The tics are not always present, but may worsen with fatigue or stress.

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

2. Guided Practice:
Use Directed Reading (Guide, pp. 12–15) as you read the book aloud. Point out the meaning of vocabulary words, as needed.

• First diagnosis: How did Dylan and his family first learn that he had TS? (pp. 12–14)
• Growing up with TS: What was it like in kindergarten through second grade? Did Dylan get better? (pp. 15–25)
• Make lemonade out of lemons: Why did Dylan decide to share his secret of having TS? (pp. 26–40)
• Afterward: How did his friends react? (pp. 41–44)

3. Independent Practice:
Have children answer the following questions:

• What did you learn about Tourette syndrome?
• What should you do if you see someone “tic?”
• Why did Dylan write this book?
• What would you have done, if you had a disability?

4. Closure:
Ask children to tell what they learned about Tourette syndrome.
Ask what they would have done.
As appropriate, continue to point out and reinforce instances of children being honest about their own difficulties.
Lesson Plan: What is Tourette Syndrome?, Cont.

5. Extensions:

Accommodations:
Use alternative strategies when communicating with children who are non-verbal or are English Language Learners, or who have language delays. For example, have them locate illustrations to respond to questions or use an augmentative alternate communication device.
For children who may have difficulty answering questions, have them tell their answers to a “shoulder partner” before they tell the whole class.
Grades Four and Five

The Hangashore

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 can be used in conjunction with a social studies unit on World War II or Canada (Newfoundland).

Estimated Time: Hours: 1 Minutes:

Standards and Learning Objectives:
LACC.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.
LACC.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LACC.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
LACC.4.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LACC.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
LACC.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.
LACC.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.
LACC.5.W.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Disability Awareness Objective:
Demonstrate understanding of the importance of treating persons with disabilities with respect and acceptance.
Lesson Plan: The Hangashore, Cont.

Materials:
The Hangashore, by Geoff Butler

Assessments:
Before: How do people show self-respect? How can people show they accept persons with disabilities?
After: How do the actions of others impact a person’s self-respect? How can we help change the attitudes of people who do not accept individuals with disabilities?

Guiding Questions:
How do people show they have self-respect?
Why is it important to show acceptance of persons with disabilities?

Vocabulary:
The story contains Newfoundland vocabulary and characteristics of speech.
hangashore (title, p. 7)
beckoning, parishioners, magistrate, posting, refine the behavior (p. 1)
singing seats, dialect, self-absorbed (p. 2)
layabout, constable, brace of skinned rabbits, mock this court, levy, seen naught but coppers, in a dog’s age (p. 3)
trifles, there’s a slippery stone at the door, V-E Day, Union Jacks, contingent, strains, bedrock of society, sunker, tarnish on his character (p. 4)
proclamation of thanks, petty affairs, perceived as ingratitude (p. 6)
as lonely as gulls on a rock, half wit, brin bag (p. 7)
gumption, mocked (p. 8)
tender, beck and call (p. 9)

Vocabulary, Cont.
grapnel (p. 10)
caplin (p. 11)
blighter (p. 12)
stalwart, chains of office (p. 13)

1. Teaching Phase:
Introduce the lesson by providing background information about the setting, a small fishing village in Newfoundland after the end of the Second World War.
Describe how vocabulary and dialect are used in the story. Explain the meaning of words and phrases as needed.
After reading each page aloud, use the following questions as a Reading Guide (Guide, pp. 13–15):
What did the new magistrate think he was going to do for the village? (p.1)
Why did the magistrate dislike John? (p. 2)
What deal did Mose make with the magistrate? (p. 3)
Why was the magistrate upset when John gave up his pew? (p. 4)
What could the magistrate learn from John? (p. 5)
Lesson Plan: The Hangashore, Cont.

1. Teaching Phase, Cont.
How did the villagers feel when the magistrate wouldn’t give up his pew? (p. 6)
Why did John call the magistrate a “hangashore?” How did the magistrate react? (p. 7)
Why did John want to go to Little Cove? (p. 8)
Why was the magistrate worried when Mose took him back to the island in his boat? (pp. 9–10)
How did John save the magistrate and Mose? (pp. 11–12)
What did the magistrate learn from John and how did he show it? (pp. 13–14)

2. Guided Practice, Cont.
Remind children that inferences are based on clues in the story, and there may be more than one right answer.
Have children identify examples in the story of things the characters did or said that showed self-respect.
Have children identify examples in the story of things the characters did or said that showed acceptance.

3. Independent Practice:
Have children select one of the themes of the story, self-respect or acceptance. Ask them to write a Share an Opinion (Guide, pp. 26–27) piece that answers the following questions:
- What is the most important theme in The Hangashore?
- What three pieces of evidence or reasons support the theme?
- How can I apply this theme to my own life?

4. Closure:
Ask children to share what they learned about self-respect and acceptance from the story and how they think this knowledge will help them in the future.
As appropriate, continue to point out and reinforce instances of children showing self-respect and acceptance of individuals with disabilities.
Lesson Plan: The Hangashore, Cont.

5. Extensions:
Provide more information about Newfoundland and World War II.
http://www.newfoundlandlabrador.com/AboutThisPlace/History

Accommodations:
Use alternative strategies when communicating with children who are non-verbal or are English Language Learners, or who have language delays. For example, have them locate illustrations to respond to questions or use an augmentative alternate communication device.
### Jackson Whole Wyoming

#### Grades Four and Five

**Short Summary:**
This lesson helps children understand how increasing their knowledge of disabilities can improve attitudes and relationships with other children. *Jackson Whole Wyoming* tells about how Tyler finds the meaning of friendship with a boy named Jackson, who has Asperger syndrome.

**Estimated Time:**
- Hours: 4
- Minutes: 45

**Standards and Learning Objectives:**
- LACC.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).
- LACC.4.W.3.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- LACC.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.
- LACC.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

**Disability Awareness Objectives:**
- Identify appropriate ways to gain information about a disability.
- Identify appropriate ways to ask individuals about their disability.

**Materials:**
- *Jackson Whole Wyoming*, by Joan Clark
- Reading Guide *(Guide, p. 86)*, 1 per child; access to the library or Internet

**Assessments:**
**Before:** Ask children what they know about Asperger syndrome. Where can they go to learn more about a disability?

**After:** What have you learned about Asperger syndrome? Where can you get information about disabilities? How should you ask individuals about their disability?
Lesson Plan: *Jackson Whole Wyoming, Cont.*

**Guiding Questions:**
How does knowing about disabilities affect the way you treat a person with a disability?

**Vocabulary:**
- stuttered (p. 7)
- impatient (p. 18)
- patient (p. 37)
- obsession (p. 38)
- barrage (p. 113)

**1. Teaching Phase:**
Provide background knowledge about disability etiquette (*Guide*, p. 5). One guideline to remember is:
- It’s okay to ask people about their disabilities, and it’s also okay for them not to talk about it.

Introduce the book. *Jackson Whole Wyoming* is about a fifth-grade boy, Tyler who is asked to give a going-away present to Jackson. Tyler has been in school with Jackson since kindergarten. He thinks of him as a friend because they go to speech together. But he also knows that Jackson has some unusual ways of thinking and acting. Tyler is afraid the other students in his class will think he’s weird, like Jackson.

**Story Elements:** (*Guide*, pp. 16–17):
Teach children how to use the Reading Guide on page 84 as they read this book. Have them read each section (beginning, middle, and end) on their own and answer the questions. After each section, discuss their answers to the questions.

**2. Guided Practice:**
This section of the lesson will help children learn how to gain more information about disabilities.
- Invite experts in the school district or community to make a brief presentation. Ask them to recommend other books that the children can read.

Ask children to read and review the information gathered from individuals, books, or the Internet. Have them make note cards with important facts. Tell them to include the source of the information on each card.

**3. Independent Practice:**
Ask children to use the RAFT strategy (*Guide*, p. 24) to create a fact sheet about a disability, such as Asperger syndrome, that can be shared with children and family members to help them better understand the condition. Tell them to describe the disability in clear and easy-to-understand language. Show different ways of organizing the information as models for the children. Ask children to include the sources of information on the back.
Lesson Plan: *Jackson Whole Wyoming, Cont.*

4. **Closure:**
Point out 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’s okay if a person who has a disability doesn’t want to talk about it.

As appropriate, continue to point out and reinforce instances of children showing acceptance of individuals with disabilities.

5. **Extensions:**
Have the children compare their fact sheet about Asperger syndrome with the story, *Jackson Whole Wyoming.* How well did the story depict the characters, Jackson and Drew?

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

For children who may have difficulty with handwriting, have them use a word processor or dictate responses to a scribe.
Reading Guide  
*Jackson Whole Wyoming*, by Joan Clark

Name: ____________________________     Date: _______________________________

Read each section of the book and answer the questions on a separate sheet of paper. Make a note of any other questions you have. Be ready to discuss your answers.

**The beginning of the book—a story begins with a character and a problem.**  
Chapters 1–7: Learning about Jackson  
1. Why was Tyler chosen to give the going-away present to Jackson? What did he think Marcus had to do with it?  
2. What did Tyler think about Jackson’s odd behaviors? How did Tyler get to know Jackson in elementary school? How did Jackson impress him?  
3. What made Tyler stutter when he was trying to tell his mom and dad about giving the going-away present to Jackson? How did his mom and dad react?

**The middle—in a story, conflict escalates.**  
Chapters 8–13: Understanding Disabilities  
4. What did Tyler’s mom want him to learn about his cousin Drew? Why was this important for Tyler?  
5. Why didn’t Tyler’s mom tell him that Jackson had Asperger syndrome? What did Jackson know about Asperger syndrome? Why couldn’t he tell Tyler?  
6. Why did Uncle Ray come to Tyler’s classroom when Tyler was in second grade? What did Tyler learn from Uncle Ray?

**The ending—a story leads to a climax and a resolution.**  
Chapters 14–20: Understanding Jackson  
7. What changed Tyler’s mind about giving the going-away present to Jackson?

**Reflection**  
Chapter 21: Appreciating Jackson  
8. How does Tyler’s poem sum up what he learned?
Reading Guide

Jackson Whole Wyoming, by Joan Clark

Suggested Answer Key

The beginning of the book—a story begins with a character and a problem.

Chapters 1–7: Learning about Jackson
1. Why was Tyler chosen to give the going-away present to Jackson? What did he think Marcus had to do with it?
   Tyler’s teacher thought he had been Jackson’s friend over the years, and the students knew that. Tyler thought Marcus was trying to associate him with Jackson, so the other kids would think he was weird.

2. What did Tyler think about Jackson’s odd behaviors? How did Tyler get to know Jackson in elementary school? How did Jackson impress him?
   At first Tyler thought Jackson acted like a robot, but it didn’t bother him. He noticed the way Jackson lined up the crayons, said crazy things, and loved to watch the fans. Tyler was curious about these behaviors but knew when to ignore Jackson.

3. What made Tyler stutter when he was trying to tell his mom and dad about giving the going-away present to Jackson? How did his mom and dad react?
   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, but Dad knew his stuttering was fake.

The middle—in a story, conflict escalates.

Chapters 8–13: Understanding Disabilities
4. What did Tyler’s mom want him to learn about his cousin Drew? Why was this important for Tyler?
   She thought it would help him understand other children who are different. Tyler knew that Drew has Asperger syndrome.

5. Why didn’t Tyler’s mom tell him that Jackson had Asperger syndrome? What did Jackson know about Asperger syndrome? Why couldn’t he tell Tyler?
   She didn’t know for sure. She said it didn’t matter. Tyler asked Jackson if he knew about Asperger syndrome. Jackson told him it was a neurobiological condition that impaired social interaction. He told Tyler he wasn’t allowed to tell anyone.
6. Why did Uncle Ray come to Tyler’s classroom when Tyler was in second grade? What did Tyler learn from Uncle Ray?
   Uncle Ray was 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. Tyler learned how Mrs. Berg helped Jackson.

The ending—a story leads to a climax and a resolution.
Chapters 14–20: Understanding Jackson
7. What changed Tyler’s mind about giving the going-away present to Jackson?
   Tyler remembered the pinwheel incident and how Jackson had taken a time out, even though Tyler and Marcus were at fault. Tyler thought about what he liked about Jackson: Jackson was smart, he didn’t complain when people lied about him (pinwheel), and he was very honest.

Reflection
Chapter 21: Appreciating Jackson
8. How does Tyler’s poem sum up what he learned?
   He learned to appreciate what he liked about Jackson and to understand what was different.
### Short Summary:
This lesson is about feeling different and finding acceptance. In *Rules*, Catherine tells about her brother, David who has autism. She has always taken care of him and she uses rules to teach him what to do. Her rules for herself are challenged when she meets new friends, Jason and Kristi.

### Estimated Time:
<table>
<thead>
<tr>
<th>Hours</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Five 45-minute lessons</td>
</tr>
</tbody>
</table>

### Standards and Learning Objectives:
- **LACC.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).
- **LACC.4.W.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **LACC.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.
- **LACC.5.W.1.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Disability Awareness Objective:**
Explain how a person’s beliefs and feelings affect the way they interact with an individual with a disability.

### Materials:
- *Rules*, by Cynthia Lord
- Reading Guide: *Rules* (*Guide*, p. 92), 1 per student; *Understanding Catherine* (*Guide*, p. 95), 1 per student

### Assessments:
**Before:** How do your personal beliefs and feelings affect the way you interact with an individual with a disability?

**After:** How can a person’s beliefs and feelings hurt an individual with a disability? How can a person’s beliefs and feelings help an individual with a disability?
Lesson Plan: Rules, Cont.

Guiding Questions:
Why does Catherine feel she is different?
How does she show that she accepts David and Jason?
Why is it important to be honest with yourself?

Vocabulary:
- occupational therapy (p. 11)
- communication book (p. 23)
- embarrassed (p. 25)
- initiating conversation (p. 31)
- Guinea pig (p. 53)
- startles (p. 68)
- accommodate (p. 69)
- grimacing (p. 81)
- portrait (p. 87)
- perspective (p. 113)

1. Teaching Phase, Cont.
Invite the speech/language therapist to demonstrate a communication book like the one Jason used.

Story Elements: (Guide, pp. 16–17):
Teach the children how to use the Reading Guide on page 92 as they read this book. Have them read each section (beginning, middle, and end) on their own and answer the questions. At the end of each section, discuss the story and the answers to the questions.

2. Guided Practice:
Character Study (Guide, pp. 18-19):
Have children work in cooperative groups (two to three children per group) to complete the Understanding Catherine worksheet (Guide, p. 95). They will examine the way Catherine thinks and acts based on the rules she creates in selected situations in the story. Use the first situation, Creating Rules for David, to model and instruct students.

3. Independent Practice:
Share an Opinion: (Guide, pp. 26–27):
Ask children to write a brief essay that explains how and why Catherine changed in the story. Have them end the essay with the answers to these two 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 a person with a disability?
Lesson Plan: Rules, Cont.

4. Closure:
Revisit the guiding questions for this lesson. Ask children to tell what they think is the most important thing they learned about interacting with individuals with disabilities and being honest with yourself.
As appropriate, continue to point out and reinforce instances of children interacting in positive ways and being honest about their own beliefs and feelings.

5. Extensions:
Download a RULES reproducible worksheet from
Children can create pictures for new words for Jason.
Play a podcast (12:55 minutes): School librarian Connie Burns of South Portland Maine introduces Rules. The introduction includes excerpts from the first chapter of the audiobook performed by Jessica Almasy and published by Recorded Books.
http://mainehumanities.org/podcast/archives/987

Accommodations:
Use alternative strategies when communicating with children who are non-verbal or are English Language Learners, or who have language delays. For example, have them use an augmentative alternate communication device.
For children who may have—
  Difficulty reading the book or resources independently, provide alternate formats (audio, braille, large print).
  Difficulty with collaborative learning strategy, assign specific children to participate in groups to support each other in completing the activity.
  Difficulty relating the rules in the book to characters’ 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;” and “Sometimes people don’t answer because they didn’t hear you. Other times it’s because they don’t want to hear you.”
Reading Guide  
*Rules, by Cynthia York*

Name: ____________________________     Date: _______________________________

Read each section of the book and answer the questions on a separate sheet of paper. Make a note of any other questions you have. Be ready to discuss your answers.

**The beginning of the book—a story begins with a character and a problem.** (pp. 1–76)
1. What does Catherine want that is outside herself? What does she want within herself?
2. How does David stand in the way of what Catherine wants for herself? What has she done to try to resolve that?
3. How are Catherine’s rules good for David? How do her rules hold him back? How do Catherine’s rules for herself hold her back?
4. What are Catherine’s feelings about Jason when she first meets him?

**The middle—in a story, conflict escalates.** (pp. 77–144)
5. How do Catherine’s feelings change toward Jason as the book continues? What causes that change?
6. What do you think would have happened if Catherine had been honest with Kristi and told her about Jason? Why wasn’t Catherine honest? What do you think she was afraid of?
7. Catherine is not the only character in the story who is not always honest. How do the other characters avoid dealing with problems or act in ways that are not completely truthful?
8. When Kristi has David dance in Catherine’s room, is she being mean? Since David wasn’t upset by it, should Catherine have stopped the music?

**The ending—a story leads to a climax and a resolution.** (pp. 145–200)
9. What does Catherine risk in inviting Jason to the dance? Do you think that risk was worth it? Why or why not?
10. What does Catherine give up at the dance? What does she give up with David in the last chapter?
Reading Guide
*Rules, by Cynthia York*

Suggested Answer Key

**The beginning of the book—a story begins with a character and a problem.**
(pp. 1–76)

1. What does Catherine want that is outside herself? What does she want within herself?
   *She wants David to stop behaving in ways that attract attention. She thinks people don’t like seeing those kinds of behaviors. She wants him to wake up without autism and be a regular brother for her. She wants to stop having to care for him. She wants more attention from her mom and dad. She wants a friend that she can do things with in the summer. She doesn’t want David to tag along.*

2. How does David stand in the way of what Catherine wants for herself? What has she done to try to resolve that?
   *David’s behaviors embarrass her. She thinks other kids will make fun of her because she has a brother like David. She thinks 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.*

3. How are Catherine’s rules good for David? How do her rules hold him back? How do Catherine’s rules for herself hold her back?
   *The rules help David know what to do. He doesn’t have to think for himself. He doesn’t worry about the consequences. Her rules tell her it’s okay to not tell the whole truth to people and to avoid thinking about what she really feels about herself.*

4. What are Catherine’s feelings about Jason when she first meets him?
   *She wants to help him by giving him a voice (words), and to help him feel more like a kid her age. She wants him to experience more of life.*

**The middle—in a story, conflict escalates.** (pp. 77–144)

5. How do Catherine’s feelings change toward Jason as the book continues? What causes that change?
   *She finds that he is smarter than she thought and wants to become more independent. She starts to think of him as her friend.*

6. What do you think would have happened if Catherine had been honest with Kristi and told her about Jason? Why wasn’t Catherine honest? What do you think she was afraid of?

Kristi might have welcomed Jason as Catherine’s friend. Catherine was afraid that Kristi wouldn’t like her because she had a friend who was in a wheelchair and who couldn’t talk.

7. Catherine is not the only character in the story that is not always honest. How do the other characters avoid dealing with problems or act in ways that are not completely truthful?

Kristi first told Catherine that her parents were separated. She wanted them to get back together. Ryan teased David by giving him an empty gum wrapper.

8. When Kristi has David dance in Catherine’s room, is she being mean? Since David wasn’t upset by it, should Catherine have stopped the music?

Kristi knew that David liked to dance. Catherine thought Kristi was trying to make David look stupid.

No, she should have joined in and danced with both of them. She was too self-conscious.

The ending—a story leads to a climax and a resolution. (pp. 145–200)

9. What does Catherine risk in inviting Jason to the dance? Do you think that risk was worth it? Why or why not?

She’s afraid the other kids will make fun of Jason and make fun of her for having a friend like Jason. She is also afraid to dance in front of other people.

10. What does Catherine give up at the dance? What does she give up with David in the last chapter?

At the dance, she gives up her fear of what others will think about Jason, and she gives up her fear of dancing. In the final chapter, she gives up her need to control what David is doing and begins to appreciate him.

Understanding Catherine
*Rules, by Cynthia York*

Catherine is the main character in *Rules*. She creates rules that reflect her beliefs and feelings about her brother, David, and her friends, Kristi and Jason. In the story she discovers she needs to change the rules she creates for herself. Describe how Catherine’s rules reflect what she believes and feels.

<table>
<thead>
<tr>
<th>Situation and Rule</th>
<th>What does Catherine believe and feel about the other character?</th>
<th>What does Catherine believe and feel about herself?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating rules for David</td>
<td>She is embarrassed by the way David acts. She believes she has to always show David what to do. That’s why she created his rule book.</td>
<td>She feels responsible for David’s behavior. She has to take care of things. She believes 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>
<td></td>
<td></td>
</tr>
<tr>
<td>Making words for Jason</td>
<td>If you don’t have the words you need, borrow someone else’s. (p. 50)</td>
<td></td>
</tr>
<tr>
<td>Becoming friends with Kristi</td>
<td>Sometimes things work out, but don’t count on it. (p. 59)</td>
<td></td>
</tr>
<tr>
<td>Going to the community dance</td>
<td>Some people think they know who you are, when they really don’t. (pp. 75 and 178)</td>
<td></td>
</tr>
</tbody>
</table>

**Think about it.** Take a look at the rules in the story. How does the author use rules to guide the plot and story line?
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

http://www.barronsedu.com

Copyright: 2002


Themes: Orthopedic impairment (Physical disabilities), 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)

Formats: Hardcover, Paperback; 32 pages

I Can, Can You?

Marjorie W. Pitzer, Author and Photographer

Woodbine House, 6510 Bells Mill Road, Bethesda, MD 20817

http://www.woodbinehouse.com/

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 (Adult Read Aloud)

Award: 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*

*Scholastic Books, 730 Broadway, New York, NY 10003*

[http://www.scholastic.com/home](http://www.scholastic.com/home)

**Copyright: 1993**

**ISBN: 0-590-45775-6**

**Themes:** Cerebral palsy, Orthopedic impairment (Physical disabilities), 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 2–3 (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*

[http://www.maginationpress.com](http://www.maginationpress.com)

**Copyright: 1999**

**ISBN: 1-55798-558-8**

**Themes:** Orthopedic impairment (Physical disabilities), 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 2–3 (Adult Read Aloud)

**Format:** Hardcover; 48 pages
## Kindergarten and Grade One

### Crow Boy

**Taro Yashima, Author**  
[http://us.penguin.com/](http://us.penguin.com/)  
**Copyright: 1955/1976**  
**ISBN: 0-978-0-14-050172-8**  
**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 2–3 (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*  
[http://runningpress.com](http://runningpress.com)  
**Copyright: 2009, 1977**  
**ISBN: 978-0-7624-2048-3**  
**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 4–5 (Adult Read Aloud)  
**Format:** Hardcover; 30 pages
### Kindergarten and Grade One

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Illustrator(s)</th>
<th>Publisher</th>
<th>Website</th>
<th>Copyright Year</th>
<th>ISBN-10</th>
<th>ISBN-13</th>
<th>Themes</th>
<th>Summary</th>
<th>Readability</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nathan’s Wish: A Story about Cerebral Palsy</strong></td>
<td>Laurie Lears, Author; Stacey Shuett, Illustrator</td>
<td></td>
<td>Albert Whitman &amp; Company, 6340 Oakton Street, Morton Grove, IL 60053</td>
<td><a href="http://www.albertwhitman.com">http://www.albertwhitman.com</a></td>
<td>2005</td>
<td>0-8075-7101-6</td>
<td></td>
<td>Cerebral palsy, Orthopedic impairment (Physical disabilities), Problem solving</td>
<td>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.</td>
<td>840L—Grades 4–5 (Adult Read Aloud)</td>
<td>Hardcover, Paperback; 32 pages</td>
</tr>
<tr>
<td><strong>We’ll Paint the Octopus Red</strong></td>
<td>Stephanie Stuve-Bodeen, Author; Pam DeVito, Illustrator</td>
<td></td>
<td>Woodbine House, 6510 Bells Mill Road, Bethesda, MD 20817</td>
<td><a href="http://www.woodbinehouse.com">http://www.woodbinehouse.com</a></td>
<td>1998</td>
<td>1-890627-06-2; 978-1-890627-06-5</td>
<td></td>
<td>Down syndrome, Siblings, Acceptance</td>
<td>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.</td>
<td>980L—Grades 4–5 (Adult Read Aloud)</td>
<td>Hardcover, eBook; 28 pages</td>
</tr>
</tbody>
</table>
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
http://www.HenryHoltkids.com

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 2–3

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
http://randomhouse.com/kids

Copyright: 1991/2005

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 2–3

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*

[http://www.hachettebookgroup.com](http://www.hachettebookgroup.com)

*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*

[http://www.hopepress.com](http://www.hopepress.com)

*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 4–5

**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*

[http://www.kids.simonandschuster.com](http://www.kids.simonandschuster.com)

*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 4–5

**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_

http://www.penguin.com/youngreaders

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_

http://us.macmillan.com/SquareFish.aspx

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 2–3

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.

[Link to Special Olympics](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: [http://www.floridastateparks.org/accessforall/accessiblefacilities.cfm](http://www.floridastateparks.org/accessforall/accessiblefacilities.cfm).

Did you know that Florida has 26 “Boundless Playgrounds,” specially designed to be inclusive for all children? A Boundless Playground incorporates special equipment configuration, surfacing plan, and site access. Contact your local or state recreation department or search the Internet to locate accessible playgrounds in your area.

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](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/.

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/.
**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 that provide information and consultation to individuals diagnosed with autism spectrum disorders and related disabilities.  
[http://card-usf.fmhi.usf.edu/all_card_sites.cfm](http://card-usf.fmhi.usf.edu/all_card_sites.cfm)

**Central Florida Parent Center**

The Central Florida Parent Center provides information and resources for parents of children with disabilities, along with strategies for developing and maintaining collaborative partnerships with school personnel. The center is located in Palm Harbor, Florida.  

**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.  

**Family Network on Disabilities, Inc.**

The Family Network on Disabilities is a network of individuals who may be at-risk, have disabilities, or have special needs, along with 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. Headquarters are in Dunedin, Florida. 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/.

**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. Contact your local FDLRS Associate Center for information on resources in your area. http://www.fdlrs.org

**Florida Inclusion Network (FIN)**

The Florida Inclusion Network provides learning opportunities, consultation, information, and support to educators, families, and community members resulting in the inclusion of all students. FIN facilitators in 16 regional offices support local efforts. http://www.floridainclusionnetwork.com/

**Florida PTA**

Florida PTA is the largest statewide volunteer organization working exclusively on behalf of children and youth. Florida PTA is made up of 1,381 local units with more than 315,000 Florida members seeking to unite home, school and community for all children. http://floridapta.org

**Florida Youth Council**

The Florida Youth Council 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 is a community-wide, non-profit organization serving Miami-Dade and Monroe Counties that provides information, educational training and support to families who have children and adults with disabilities and/or special needs.
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/films/

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

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
http://www.pixar.com/featurefilms/nemo/

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 67 school districts. Its website provides a wide range of information about schools and educational programming.

The Bureau of Exceptional Education and Student Services (BEESS) administers programs for students with disabilities and for gifted students. The Bureau also coordinates student services throughout the state and participates in interagency efforts designed to strengthen the quality and variety of services available to students with special needs. http://www.fldoe.org/ese

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.fldoe.org/earlyLearning/

Florida’s platform for educators to Collaborate, Plan, Align, Learn, Motivate, and Share (CPALMS) website provides a searchable database of the Common Core Standards for English and Language Arts, the Next Generation Sunshine State Standards, Florida Course Descriptions, and related instructional and professional development resources for educators. http://floridastandards.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 is a non-profit organization funded with federal grants.

**Family Network on Disabilities of Florida**

http://www.fndfl.org

This is a statewide network of families and individuals who may be at risk, have disabilities, or have special needs. The network also includes family members, professionals, and concerned citizens.

**Florida Diagnostic and Learning Resources System (FDLRS)**

http://www.fdls.org

FDLRS provides diagnostic, instructional, and technology support services to district exceptional education programs and families of students with disabilities. The website provides links to the regional associate centers by district or region and the six statewide services, including the BEESS Resource and Information Center, FDLRS Administration and Human Resource Development, FDLRS Technology State Loan Library, Florida Instructional Materials Center for Visually Impaired, and Resource Materials and Technology Center for the Deaf and Hard of hearing.

**Florida Inclusion Network (FIN)**

http://www.floridainclusionnetwork.com/

The Florida Inclusion Network website provides information about each of the sixteen regional offices, products, and services available through the network. The Frequently Asked Questions (FAQs) page contains information about the questions heard most often from parents, teachers, school administrators, and district administrators or program staff.
**Very Special Arts: Florida (VSAFL)**

http://www.vsafl.org/

VSAFL: Florida is a state affiliate of Very Special Arts, part of the John F. Kennedy Center for the Performing Arts. VSAFL provides programs in cultural access, services for adult artists with disabilities, outreach and exhibitions, professional development, community programs, and artists in residence.

**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.

**National Dissemination Center for Children with Disabilities (NICHCY)**

http://nichcy.org/

NICHCY is a central source of information on disabilities in infants, toddlers, children, and youth. It also provides easy-to-read information on the Individuals with Disability Education Act (IDEA), the law authorizing early intervention services and special education. State Resource Sheets connect with disability agencies and organizations in each state.

**Centers for Disease Control and Prevention**

http://cdc.gov

The Centers for Disease Control collaborates to create the 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. Its website contains information, reports, and resources about a range of health conditions. The National Center for Birth Defects and Developmental Disabilities focuses on human development and disabilities, birth defects and developmental disabilities, and blood disorders. Current priorities include monitoring autism and developmental disorders, preventing major birth defects, and reducing disparities in access to health care for people with disabilities.
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.

Exceptional Parent Magazine
http://eparent.com

This resource provides information, support, ideas, encouragement and outreach for parents and families of children with disabilities and the professionals who work with them.

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.
**PEAK Parent Center**

http://www.peakparent.org

PEAK Parent Center is Colorado’s federally designated Parent Training and Information Center. PEAK assists families and others through services, including a telephone hotline, workshops, conferences, website, and publications. PEAK also provides technical assistance and support to the Parent Training and Information Centers in ten other states, including Arizona, Colorado, Kansas, Montana, Nebraska, New Mexico, North Dakota, South Dakota, Utah, and Wyoming.

**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 Developmental Standards for Three-Year-Olds, the Florida Early Learning Developmental Standards for Four-Year-Olds, and the Common Core Standards for English and Language Arts for Kindergarten through Grade Five, and the specific lesson plans that address each standard or benchmark.

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 and Benchmarks 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></td>
</tr>
<tr>
<td>• Talking with other children during snack or meal time.</td>
<td></td>
</tr>
<tr>
<td>4. Shows care and concern for others.</td>
<td></td>
</tr>
<tr>
<td>• Tell a trusted adult when a friend is hurt.</td>
<td></td>
</tr>
<tr>
<td>• Ask questions about why another child is crying or upset.</td>
<td></td>
</tr>
</tbody>
</table>

**It’s OK to Be Different Learning Together with Friends at School**

### 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></td>
</tr>
<tr>
<td>• Making up the words to a story when in the library corner.</td>
<td></td>
</tr>
<tr>
<td>• Using language to describe a picture painted at the easel.</td>
<td></td>
</tr>
</tbody>
</table>

**What Susan CAN Do**

### Emergent Reading

<table>
<thead>
<tr>
<th>C. Emergent Reading</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Demonstrates comprehension and responds to stories.</td>
<td>Selected Examples</td>
</tr>
<tr>
<td>• Use pictures to describe actions.</td>
<td></td>
</tr>
<tr>
<td>• Anticipate what comes next in a familiar story, with assistance.</td>
<td></td>
</tr>
</tbody>
</table>

**It’s OK to Be Different Learning Together with Friends at School**

### 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></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></td>
</tr>
</tbody>
</table>

**It’s OK to Be Different Learning Together with Friends at School**
## Florida’s Early Learning and Developmental Standards for Four-Year-Olds

### Language, Communication and Emergent Literacy

<table>
<thead>
<tr>
<th><strong>C. Vocabulary</strong></th>
<th><strong>Lesson Plans</strong></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. What Susan CAN Do</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. What Susan CAN Do</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>E. Emergent Reading</strong></th>
<th><strong>Lesson Plans</strong></th>
</tr>
</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 . . .?” What Susan CAN Do It’s OK to Be Different Learning Together with Friends at School</td>
</tr>
</tbody>
</table>

### Social and Emotional Development

<table>
<thead>
<tr>
<th><strong>B. Relationships</strong></th>
<th><strong>b. Peers</strong></th>
<th><strong>Lesson Plans</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interacts with and develops positive relationship with peers.</td>
<td>Selected Examples</td>
<td>It’s OK to Be Different Learning Together with Friends at School</td>
</tr>
<tr>
<td>• Engaging in activities with peers (e.g., riding tricycles or dramatic play).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Understanding the difference between helpful and hurtful ways to get something.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Shows care and concern for others.</td>
<td>• Helping a classmate with a physical disability line up to go outside</td>
<td>Learning Together with Friends at School</td>
</tr>
<tr>
<td>• Labeling emotions on peers’ faces (e.g., “You look sad.”).</td>
<td></td>
<td></td>
</tr>
</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></td>
<td>• Noticing a child using a walker or wheelchair and asking questions about why it is needed.</td>
</tr>
<tr>
<td></td>
<td>• Choosing play dough or paint that matches his/her skin color.</td>
</tr>
<tr>
<td></td>
<td>It’s OK to Be Different</td>
</tr>
<tr>
<td></td>
<td>Learning Together with Friends at School</td>
</tr>
</tbody>
</table>

**Common Core Standards: English and Language Arts**

**Kindergarten**

<table>
<thead>
<tr>
<th>Language</th>
<th>Vocabulary Acquisition and Use</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.K.L.3.5</td>
<td>With guidance and support from adults, explore word relationships and nuances in word meanings.</td>
<td>Be Good to Eddie Lee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.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>
<tr>
<td>LACC.K.RL.1.2</td>
<td>With prompting and support, retell familiar stories, including key details.</td>
<td>Getting to Know Andy and His Yellow Frisbee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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>LACC.K.RL.3.7</td>
<td>With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</td>
<td>Making Friends with Harry and Willy and Carrothead</td>
</tr>
<tr>
<td>LACC.K.RL.3.9</td>
<td>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</td>
<td>Getting to Know Andy and His Yellow Frisbee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Be Good to Eddie Lee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Making Friends with Harry and Willy and Carrothead</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>

### Reading Literature

#### Key Ideas and Details

| LACC.1.RL.1.1 | Ask and answer questions about key details in a text. | Making Friends with Harry and Willy and Carrothead |
| LACC.1.RL.1.2 | Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Getting to Know Andy and His Yellow Frisbee |
| LACC.1.RL.3.7 | Use illustrations and details in a story to describe its characters, setting, or events. | Be Good to Eddie Lee |
| LACC.1.RL.3.9 | Compare and contrast the adventures and experiences of characters in stories. | |

### Integration of Knowledge and Ideas

| LACC.1.RL.3.7 | Use illustrations and details in a story to describe its characters, setting, or events. | Making Friends with Harry and Willy and Carrothead |
| LACC.1.RL.3.9 | Compare and contrast the adventures and experiences of characters in stories. | Getting to Know Andy and His Yellow Frisbee |
| LACC.1.RL.3.9 | Compare and contrast the adventures and experiences of characters in stories. | Be Good to Eddie Lee |

## Grade Two

<table>
<thead>
<tr>
<th>Reading for Information</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.2.RI.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>Tic Talk: Living with Tourette Syndrome</td>
</tr>
</tbody>
</table>

### Reading for Information

#### Craft and Structure

| LACC.2.RI.2.6 | Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | Tic Talk: Living with Tourette Syndrome |
### Grade Two, Cont.

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.2.RL.1.1</td>
<td>Ask and answer such questions as <em>who, what, where, when, why, and 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>LACC.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>
</tr>
<tr>
<td></td>
<td></td>
<td>Sosu’s Call</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Craft and Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.2.RL.2.5</td>
<td>Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Text Types and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.2.W.1.2</td>
<td>Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</td>
</tr>
<tr>
<td>LACC.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>
</tr>
</tbody>
</table>

### Grade Three

<table>
<thead>
<tr>
<th>Reading for Information</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.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>Tic Talk: Living with Tourette Syndrome</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading for Information</th>
<th>Craft and Structure</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.3.RI.2.6</td>
<td>Distinguish their own point of view from that of the author of a text.</td>
<td>Tic Talk: Living with Tourette Syndrome</td>
</tr>
</tbody>
</table>
### Grade Three, Cont.

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.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>Too Much Help: Keep Your Ear on the Ball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sosu’s Call</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>LACC.3.RL.2.5</td>
<td>Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</td>
<td>Too Much Help: Keep Your Ear on the Ball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sosu’s Call</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Text Types and Purposes</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.3.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>Tic Talk: Living with Tourette Syndrome</td>
</tr>
<tr>
<td>LACC.3.W.1.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
<td>Too Much Help: Keep Your Ear on the Ball</td>
</tr>
</tbody>
</table>

### Grade Four

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.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>The Hangashore</td>
</tr>
<tr>
<td>LACC.4.RL.1.2</td>
<td>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</td>
<td>The Hangashore</td>
</tr>
<tr>
<td>LACC.4.RL.1.3</td>
<td>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).</td>
<td>Jackson Whole Wyoming Rules</td>
</tr>
</tbody>
</table>
Grade Four, Cont.

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Craft and Structure</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.4.RL.2.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</td>
<td>The Hangashore</td>
</tr>
</tbody>
</table>

Writing

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.4.W.1.1</td>
</tr>
<tr>
<td>LACC.4.W.1.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Research to Build and Present Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.4.W.3.7</td>
<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
</tr>
</tbody>
</table>

Grade Five

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Key Ideas and Details</th>
<th>Lesson Plans</th>
</tr>
</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 Hangashore</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 Hangashore Jackson Whole Wyoming Rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Literature</th>
<th>Craft and Structure</th>
</tr>
</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>
</tr>
</tbody>
</table>
## Grade Five, Cont.

<table>
<thead>
<tr>
<th>Writing</th>
<th>Text Types and Purposes</th>
<th>Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.5.W.1.1</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
<td>The Hangashore</td>
</tr>
<tr>
<td>LACC.5.W.1.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
<td>Rules</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Research to Build and Present Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>LACC.5.W.3.7</td>
<td>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
</tr>
</tbody>
</table>
# Lists of Books by Disability and Theme

<table>
<thead>
<tr>
<th>Disability</th>
<th>Books</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabilities</td>
<td>Featherless/Desplumado</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Friends at School</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>My Pal Victor; Mi Amigo, Victor</td>
<td>35</td>
</tr>
<tr>
<td>Asperger Syndrome</td>
<td>Blue Bottle Mystery: An Asperger Adventure</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Buster and the Amazing Daisy: An Adventure with Asperger Syndrome</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Jackson Whole Wyoming</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Lisa and the Lacemaker</td>
<td>46</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>Al Capone Does My Shirts</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Andy and His Yellow Frisbee</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Ian’s Walk: A Story about Autism</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Rules</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Trevor, Trevor</td>
<td>103</td>
</tr>
<tr>
<td>Cerebral Palsy</td>
<td>Adam and the Magic Marble</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Danny and the Merry-Go-Round</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Mama Zooms</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Nathan’s Wish: A Story about Cerebral Palsy</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Out of My Mind</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Rolling Along: The Story of Taylor and His Wheelchair</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>We Can Do It</td>
<td>36</td>
</tr>
<tr>
<td>Deaf, Hard of hearing</td>
<td>Dad and Me in the Morning</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Deaf Child Crossing</td>
<td>104</td>
</tr>
<tr>
<td>Down Syndrome</td>
<td>Be Good to Eddie Lee</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>I Can, Can You?</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>My Friend Has Down Syndrome</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>We Can Do It</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>We’ll Paint the Octopus Red</td>
<td>101</td>
</tr>
<tr>
<td>Intellectual Disabilities</td>
<td>Ben, King of the River</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Crow Boy</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>The Hangashore</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>The Summer of the Swans</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>What’s Wrong with Timmy?</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Wish on a Unicorn</td>
<td>105</td>
</tr>
<tr>
<td>Disability</td>
<td>Books</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>Don’t Call Me Special</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Fair and Square</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Harry and Willy and Carrothead</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Mama Zooms</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>Nathan’s Wish: A Story about Cerebral Palsy</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>The Prairie School</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Rolling Along: The Story of Taylor and His Wheelchair</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Sosu’s Call</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Susan Laughs</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Tibby Tried It</td>
<td>99</td>
</tr>
<tr>
<td></td>
<td>We Can Do It</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Wintering Well</td>
<td>47</td>
</tr>
<tr>
<td>Spina Bifida</td>
<td>Featherless/Desplumado</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>We Can Do It</td>
<td>36</td>
</tr>
<tr>
<td>Tourette Syndrome</td>
<td>Adam and the Magic Marble</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Tic Talk: Living with Tourette Syndrome</td>
<td>43</td>
</tr>
<tr>
<td>Visual Impairment</td>
<td>Hannah</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Keep Your Ear on the Ball</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Knots on a Counting Rope</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>The Seeing Stick</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>We Can Do It</td>
<td>36</td>
</tr>
<tr>
<td>Similarities and Differences</td>
<td>I’m Like You, You’re Like Me</td>
<td>34</td>
</tr>
<tr>
<td></td>
<td>It’s OK to Be Different</td>
<td>34</td>
</tr>
<tr>
<td>Theme</td>
<td>Books</td>
<td>Page</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Acceptance</td>
<td>Blue Bottle Mystery: An Asperger Adventure</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Crow Boy</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>The Hangashore</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Hannah</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Rules</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>The Seeing Stick</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Sosu’s Call</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>Susan Laughs</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Trevor, Trevor</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>We’ll Paint the Octopus Red</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Wintering Well</td>
<td>47</td>
</tr>
<tr>
<td>Bullying</td>
<td>Adam and the Magic Marble</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Buster and the Amazing Daisy: Adventures with Asperger Syndrome</td>
<td>44</td>
</tr>
<tr>
<td>Competition</td>
<td>Fair and Square</td>
<td>39</td>
</tr>
<tr>
<td>Friendship</td>
<td>Be Good to Eddie Lee</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Blue Bottle Mystery: An Asperger Adventure</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Buster and the Amazing Daisy: Adventures with Asperger Syndrome</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Danny and the Merry-Go-Round</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Deaf Child Crossing</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Featherless/Desplumado</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Harry and Willy and Carrothead</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Jackson Whole Wyoming</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>My Friend Has Down Syndrome</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>My Pal Victor; Mi Amigo, Victor</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Rules</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>What’s Wrong with Timmy?</td>
<td>103</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Friends at School</td>
<td>33</td>
</tr>
<tr>
<td>Parents</td>
<td>Dad and Me in the Morning</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Mama Zooms</td>
<td>99</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>Nathan’s Wish: A Story about Cerebral Palsy</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Tibby Tried It</td>
<td>99</td>
</tr>
<tr>
<td>Reading</td>
<td>The Prairie School</td>
<td>42</td>
</tr>
<tr>
<td>Theme</td>
<td>Books</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Respect</td>
<td>The Hangashore</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Ian’s Walk: A Story about Autism</td>
<td>41</td>
</tr>
<tr>
<td>Self-Acceptance</td>
<td>Don’t Call Me Special</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>I Can, Can You?</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>It’s OK to Be Different</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Jackson Whole Wyoming</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Keep Your Ear on the Ball</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Knots on a Counting Rope</td>
<td>102</td>
</tr>
<tr>
<td></td>
<td>Lisa and the Lacemaker</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Out of My Mind</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Tic Talk: Living with Tourette Syndrome</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td>We Can Do It</td>
<td>37</td>
</tr>
<tr>
<td>Siblings</td>
<td>Al Capone Does My Shirts</td>
<td>44</td>
</tr>
<tr>
<td></td>
<td>Andy and His Yellow Frisbee</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Ben, King of the River</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>Ian’s Walk: A Story about Autism</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>Rolling Along: The Story of Taylor and His Wheelchair</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Rules</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>The Summer of Swans</td>
<td>105</td>
</tr>
<tr>
<td></td>
<td>We’ll Paint the Octopus Red</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Wish on a Unicorn</td>
<td>105</td>
</tr>
<tr>
<td>Similarities and</td>
<td>I’m Like You, You’re Like Me</td>
<td>34</td>
</tr>
<tr>
<td>Differences</td>
<td>It’s OK to Be Different</td>
<td>34</td>
</tr>
</tbody>
</table>
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?

_________________________________________________________________

5. What is the most important thing you learned from this story?

_________________________________________________________________

6. 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](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>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Neutral</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
<td>Not Applicable</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

Florida Developmental Disabilities Council, Inc.
124 Marriott Drive, Suite 203, Tallahassee, Florida 32301-2981
Phone: (850) 488-4180 • Toll Free (800) 580-7801
TDD Toll Free (888) 488-8633 • Fax (850) 922-6702
www.fddc.org