

## Abilities Awareness Week: Presented by the Haddon Heights Office of Special Education

During the week of March 12<sup>th</sup> through March 16<sup>th</sup>, The Haddon Heights School District and community are coming together to take part in Abilities Awareness Week. In preparation for Abilities Awareness Week, The Office of Special Education is asking the teachers of all three elementary schools and the junior high to participate in reading aloud a book with the students to inform, teach, and enhance their knowledge of disabilities and differences. The message that should be conveyed is about **acceptance and acknowledgement** of those individuals with disabilities and differences.

- **Grades Kindergarten, 1, and 2** will be starting their read-alouds on Monday, March 5, 2012. They will be reading *One* by Kathryn Otoshi (Winner of 10 Teacher's Choice Awards), *Be Good to Eddie Lee* by Virginia Fleming, and the poem "*Like Me*" by Emily Kingsley.
- **Grades 3, 4, 5, 6, 7, and 8** will be starting their read-alouds on Monday, February 27, 2012. Those grades will be reading the New York Times Best-Seller book *Niagara Falls, or Does it?* (Part of the Hank Zipzer Series) by Henry Winkler and Lin Oliver.

Each lesson should only take **10-15 minutes** and can be done at any point in the day, but the Case Study Team does ask that you do participate in these readings daily so students are prepared for the activities taking place during Abilities Awareness Week. Moreover, all materials and activities will be provided for you by the Office of Special Education ahead of time. Therefore, there will be minimal preparation for the teachers. However, since the handouts will be emailed, we do apologize but ask you to photocopy copies for your class. Lastly, the Office of Special Education will be purchasing required books for all teachers at the elementary school level to be used for your read-aloud. The only resource that will not be purchased is the poem "*Like Me*" by Emily Kingsley because it is available at the end of this lesson plan.

There will be an **Essay Contest** for **Grades 3 - 8** that teachers will give out Monday, February 27, 2012. Please encourage students to participate in this writing contest. The essay will be: "*People with disabilities face many challenges in life. Name something you can do between now and the end of the school year to make the community a better place for students with disabilities.*" There will be prizes for each grade for students who place 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>. At an assembly held the week of March 12<sup>th</sup>, those students will share their responses. All completed essays can be sent to **Ms. Shaw** at Seventh Avenue, through inter-office mail, as they come in (*not junior high*). However, all essays must be in by **Friday, March 9, 2012**.

The Office of Special Education appreciates your participation with Abilities Awareness Week. If you have any questions, please email Jocqueline Renner at [rennerj@hhsd.k12.nj.us](mailto:rennerj@hhsd.k12.nj.us). Remember, you are making a difference! Thanks so much!

Below you will find the outlined calendar dates and lessons for the read-alouds.

- **Grades 3, 4, 5, 6, 7, and 8: *Niagara Falls, or Does It?* By Henry Winkler and Lin Oliver.**

Date	Activities and Chapters to Read	Assessment (Not to be Graded)
Day 1: February 27, 2012	Introduction to Disabilities through PowerPoint given to us by Jill Wethers from the High School (attached in original email)  Read Chapters 1 and 2	Participation and Discussion
Day 2: February 28, 2012	Pre-Reading Discussion  Read Chapters 3 and 4	Participation and Discussion
Day 3: February 29, 2012	Pre-Reading Partner Activity with Post-it Note  Read Chapters 5 and 6	Participation, Discussion, and Post-it notes
Day 4: March 1, 2012	Pre-Reading Discussion using Chart Paper or SmartBoard  Read Chapters 7 and 8	Participation and Chart Paper or SmartBoard Responses
Day 5: March 2, 2012	Pre-Reading Oral Summary and Discussion  Read Chapters 9 and 10	Participation and Discussion
Day 6: March 5, 2012	Pre-Reading Activity with Ball and Questioning  Read Chapters 11 and 12	Participation, Discussion, and small object for throwing like light ball or comprehension square
Day 7: March 6, 2012	Pre-Reading Discussion  Read Chapters 13 and 14	Participation and Discussion
Day 8: March 7, 2012	Pre-Reading Activity with Sketching  Read Chapters 15 and 16  Post-Reading Sharing of Pictures from Pre-Reading Activity	Participation, Discussion, and Sketches drawn and presented
Day 9: March 8, 2012	Pre-Reading Activity with T-Chart comparing how Hank feels with Mrs. Adolf verses how he feels with Mr. Rock  Read Chapters 17 and 18	Participation, Discussion, and Completion of T-Chart on SmartBoard or Chart Paper

<p>Day 10: March 9, 2012</p> <p><b>Essays Due to Ms. Shaw by end of day***</b></p>	<p>Read Chapters 19 and 20</p> <p>Post-Reading Activity with Sentence Strips</p> <p>Concluding Discussion</p>	<p>Participation, Discussion, and Sentence Strips with Lessons Learned on Them</p>
--	---	--

Day 1: First, show the students the PowerPoint presentation that was provided to you, in the original email, about the myths and misunderstandings of people with disabilities. This interactive game should take about 5-8 minutes. Next, read aloud Chapters 1 and 2. If time allows, you can discuss the following:

*Hank gets lectured by Principal Love on his first day of school. Is it fair for the principal to treat Hank a certain way based on what he did in previous years or should it based on how he acts that year only? Why do you think so?*

**\*\*\*Important Note: Day 1 may take a bit longer because of the PowerPoint Presentation, but the rest of the lessons should only take 10-15 minutes.**

Day 2: In Chapter 2, Hank asks his teacher, “*Exactly how long does a paragraph have to be? (p.10)*” Ask your students what their answers would be to that question. Also, discuss why Hank compares writing a 5 paragraph essay to climbing Mount Everest. This would be a good opportunity to talk about similes and metaphors as well. Next, read aloud Chapters 3 and 4.

Day 3: At the end of Chapter 4, Hank writes a list of reasons why he should not complete his 5 paragraph essay; however, he leaves out reasons 9 and 10. Using a post-it note, have students pair up for 2 minutes and complete reasons 9 and 10. Then, read Chapters 5 and 6.

Day 4: In Chapter 5, we meet Papa Pete, who is Hank’s grandfather. Papa Pete believes in Hank just like his friends, Frankie and Ashley. They stick up for him and they tell him he can do things when he thinks he cannot. If someone says something to you that hurts your feelings, how should you respond? As a class, make a bulleted list on chart paper or the SmartBoard of appropriate ways to respond to someone who says something negative to you. It would be beneficial to discuss “I-Statements.” For example, ***I feel hurt when you say that I am stupid. I would feel better if you wouldn’t say that.*** Following that, read Chapters 7 and 8 aloud to the class.

Day 5: Begin by summarizing the story up to this point orally. This would be a good time to discuss transition statements like first, second, next, etc. Then conclude the week by reading Chapters 9 and 10.

Day 6: Chapters 9 begins with this statement from Hank, “*Lucky is having friends who understand that building a magic hat can wait when Niagara Falls needs to be built right*

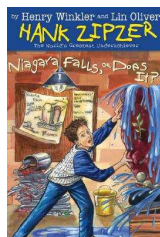
away. *Lucky is having friends who don't make you feel stupid even though that's how you think of yourself. Friends who don't make fun of you because some things—well, a lot of things—are hard (p. 64).*” Ask students what this makes them think about or if anything in their life has ever been hard or difficult. Ask them how it feels when something is difficult to do. Make this discussion interactive by using a light ball or foam comprehension square (*or any easily accessible throwing, yet safe, object*) and once students give an answer, they can throw the item to another student. Following your discussion, read Chapters 11 and 12.

Day 7: At the end of Chapter 12, we are left waiting to see how Hank does with his Niagara Falls project. Have students pair/share predictions about how this project will turn out. Remind them of the last words from Nick McKelty (p. 83). Ask students to predict what will happen in Chapter 13. Then, read Chapters 13 and 14.

Day 8: Hank's project turned out to be a disaster in Chapter 13. Give students a piece of paper and have them take out a writing utensil. Have them visualize and sketch the scene where Hank's project gets out of control. It might be a good idea to re-read that part from Chapter 13. After 4-5 minutes, have students stop and share some of their pictures. Due to timing, it might be a good idea to share a couple before reading and the rest after reading the next couple of chapters. After the visualizing activity, read Chapters 15 and 16.

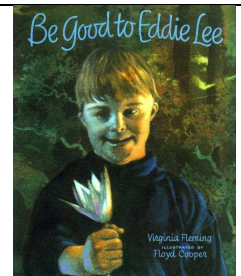
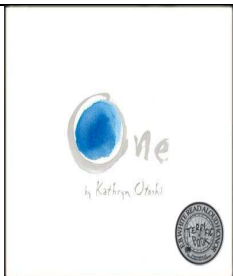
Day 9: When Hank is with Mr. Rock, it makes him feel good about school and himself. Make a **T-Chart** on the SmartBoard or Chart Paper comparing how Hank feels when he is with Mrs. Adolf and how he feels when he is with Mr. Rock? Discuss the differences and how these might affect him. Also, this would be a good time to thoroughly discuss Hank's strengths (*creativity, memorization of facts, answering quickly*) and his weaknesses (*spelling, writing, and math*). Then, read Chapters 17 and 18.

Day 10: Finish the book first; read Chapters 19 and 20. After finishing the book, ask students how the ending made them feel. Then, give each student a sentence strip (*if you don't have sentence strips, you can use something else*). Have each student pick a color marker of **THEIR CHOICE** to write one sentence that starts with...**Hank taught me**...then, have them finish the sentence. Explain to them how Papa Pete reminded Hank at the end that people are all different, but that doesn't mean in a bad way just how pickles are all different, but all delicious! If it is possible to display your sentence strips around the room for Abilities Awareness Week, that would be fantastic!



- Grades Kindergarten, 1, and 2: *One* by Kathryn Otoshi and *Be Good to Eddie Lee* by Virginia Fleming (And Poem “*Like Me*” by Emily Kingsley—provided at the end of the lesson plan)

Date	Activities and Chapters to Read	Assessment (Not to be Graded)
Day 1: March 5, 2012	Introduction to Disabilities through PowerPoint given to us by Jill Wethers from the High School (attached in original email)  Pre-Reading Questions and Chart	Participation, Discussion, and SmartBoard or Chart Paper for Results
Day 2: March 6, 2012	Pre-Reading Discussion  Read Entire Book... <i>One</i> by Kathryn Otoshi  Post-Reading Questioning	Participation and Discussion
Day 3: March 7, 2012	Pre-Reading Discussion  Read Entire Book Again... <i>One</i> by Kathryn Otoshi  Post-Reading Activity with Post-it Notes	Participation, Discussion, and Post-it notes
Day 4: March 8, 2012	Pre-Reading Preview of <i>Be Good to Eddie Lee</i>  Bulleted List of Known Disabilities on SmartBoard or Chart Paper  Read Entire Book... <i>Be Good to Eddie Lee</i> by Virginia Fleming  Post-Reading Questioning and Discussion of Important Terms: <u>Tolerance</u> , <u>Compassion</u> , and <u>Empathy</u>	Participation and Discussion
Day 5: March 9, 2012	Pre-Reading Review of <i>Eddie Lee</i> Story  Reading of poem “ <i>Like Me</i> ” by Emily Kingsley in chunks  Post-Reading Discussion on Connections	Participation and Discussion



Day 1: First, present the PowerPoint that was given to you in the original email. It is an interactive game where students can tap the SmartBoard for answers. This should take no more than 5-8 minutes. Next, ask students “*What is your favorite color and why?*” Create a chart on chart paper or the SmartBoard to display the data. Lastly, ask students “*What kinds of things are viewed as just one?*” (Example, 1 birthday per year, 1 nose on your face, etc.) Have students turn and talk with a partner. Show the students the book and ask them to form predictions about it. Tell them they will be reading the whole book tomorrow.

Day 2: Begin by asking “*What does it mean to feel different?*” After sharing responses, present the book to the students and say, “*While I read this book aloud to you, look for how the characters (which are really numbers and colors) feel differently.*” After reading the book, pose the following questions aloud:

1. What does Blue think of himself? ***Sometimes he wishes he was another color but overall he likes being Blue.*** How do his feelings change when he is with Red? ***He feels bad about himself.***
2. How did the other colors respond to Red’s hurtful words? ***They comforted Blue but didn’t ask Red to stop.*** What happened to Red when no one asked him to stop being mean? ***He became bigger and picked on all the colors.***
3. How did One stand up to Red? ***He said “NO!” when Red asked him to stop laughing.***
4. What did One show the others? ***To stand up and say “NO!” if someone picks on them.***
5. How did everyone help Blue when Red tried to roll over him? ***They stood up to Red and said, “No!”***
6. When was Red asked to be part of the group that counts? ***When he stopped being mean.***

Day 3: Start Day 3 by writing this statement on the SmartBoard...***NAMES DO HURT ME!*** Explain that at times people who ***do not*** understand individuals with disabilities or differences may feel it is okay to make fun of them or call them names. Talk about how people come in all forms and with differences and that accepting people’s differences is important. Re-read *One* out loud again. After reading *One*, have students write down one positive thing about themselves and one positive thing about their partner on the post-it note or notes. If it is possible, it would be beneficial to display the post-it notes somewhere in the room under a sign that reads, “*Sticks and Stones May Break My Bones, but Names Will Never Hurt Me (or something along those lines).*”

Day 4: First, show the book *Be Good to Eddie Lee* by Virginia Fleming. Ask students if they know about any specific disabilities. Make a bulleted list on the SmartBoard or on chart paper. Next, read the story *Be Good to Eddie Lee* aloud to the students. After you are done, ask the question, “*Eddie Lee is at first labeled a nuisance and a “dummy.” He shows that these labels are inaccurate. How does he do this?*” Write the words *tolerance, compassion, and empathy* on your SmartBoard and discuss those terms.

Day 5: Begin by reviewing the story of *Eddie Lee* from yesterday. Then, read aloud the poem “*Like Me*” by Emily Kingsley. However, it is a long poem, so reading it in parts and stopping to discuss specific points would be extremely beneficial for comprehension. If

time allows, it would be excellent to compare and contrast the poem and the story of Eddie Lee. As a concluding activity, ask students *what they can do to help others with a disability either in school or in the Haddon Heights community*. Have them write one sentence in the shoe pattern cut-out (template) found at the end of the lesson plan. This could be used for a board or part of a wall that talks about “*walking in other people’s shoes.*”

All materials are yours to keep. Please feel free to use the books and these lesson plans for morning or afternoon meetings in the future. We hope that the students will gain a greater appreciation of individuals with disabilities through these lessons.

Poem

*"Like Me" by Emily Kingsley*

I went to my dad and said to him, there's a new kid who's come to my school. He's different from me and he isn't too cool. No, he's nothing at all like me, like me, No, he's nothing at all like me.

He runs in a funnyish, jerkyish way and he never comes first in a race, sometimes he forgets which way is first base. And he's nothing at all like me, like me, No, he's nothing at all like me.

He studies all day in a separate class and they say that it's called "Special Ed." And sometimes I don't understand what he's said. And he's nothing at all like me, like me, No, he's nothing like me.

His face looks kind of different from mine, and his talking is sometimes so slow and it makes me feel funny and there's one thing I know; He is nothing at all like me, like me, No, he's nothing at all like me!

And my father said, "Son, I want you to think when you meet someone different and new that he may seem a little bit strange, it's true, but he's not very different from you, No, he's not very different from you."

Well I guess, I admitted, I've looked at his face; when he's left out of games, he feels bad. And when other kids tease him, I can see he's so sad. I guess that's not so different from me, from me, No, that's not very different from me.

And when we're in Music, he sure loves to sing, and he sings just like me, right out loud. When he gets his report card, I can tell he feels proud, and that's not different from me, from me, No, that's not very different from me.

And I know in the lunchroom he has lots of fun; He loves hot dogs and ice-cream and fries. And he hates to eat spinach and that's not a surprise, 'Cause that's not very different from me, from me, No, that's not very different from me.

And he always so friendly, he always says hi, and he waves and he calls out my name. And he'd like to be friends, and get into a game, which is not very different from me, from me, No; I guess that's not very different from me.

And his folks really love him. I saw them at school, I remember on Open School Night—they were smiling and proud and they hugged him real tight. And that's not very different from me, from me, No, that's not very different from me.

So I said to my dad, hey you know that new kid? Well, I've really been thinking a lot. Some things are different...and some things are not...but mostly he's really like me, like me, yes, my new friend's...a lot...like me.





## Abilities Awareness Week Essay Contest



### **To All Third Through Sixth Graders...**

Have you ever been in an Essay Contest Before? Well, here's your chance. In preparation for Haddon Heights' Ability Awareness Week, the Office of Special Education is inviting students to participate in an essay contest. The essay will be about the following:

**People with disabilities face many challenges in life. Name something you can do between now and the end of the school year to make the community a better place for students with disabilities.**

There will be prizes for the **1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place** winners for each grade level. Winning essays will be read aloud at an assembly taking place the week of Abilities Awareness Week, March 12<sup>th</sup> to the 16<sup>th</sup>. If you want to enter, simply write an essay on the topic from above and submit your essay to your teacher by **March 9<sup>th</sup>, 2012.**



***Remember helping others who are in need is a virtuous act.***

## **Junior High Persuasive Writing Prompt for Abilities Week**

### **Writing Situation:**

Physical or mental disabilities do not take away a person's right to fully participate in all parts of life, yet many people with physical or mental disabilities have been prevented from doing so because of discrimination. Discrimination is unfair treatment of one person or group usually because of race, gender, age, or ability. Many times discrimination against people with disabilities is due to society's unawareness of the many types of mental and physical disabilities and the people affected by them. On the other hand, many people would rather keep disabilities private and fear that once people know more about them, they will notice and label them as disabled. Do you think there should be more public knowledge about disabilities, or do you think it would do more harm than good?

### **Writing Task:**

Write a persuasive letter to Mr. Chando that is either for or against spreading knowledge of disabilities in school. Be sure to develop your position with reasons, examples, and other evidence.



## **Senior High School Activities for**

### **Ability Awareness Week**

**English:** Writing Contest and Suggested Book Reading of *Accidents of Nature* by Harriet McBryde Johnson.

**Math:** Determine Percentages of Students with Disabilities in the High School, Chart, and Graph.

**Science:** Demonstrate what a person with a visual/auditory impairment goes through. Also, discuss the science behind the technology and assistive technology to improve the lifestyle of those with disabilities.

**Social Studies:** Acceptance Theme—Focus on how societies have treated people with disabilities throughout history.

**Health:** The slant for students will be good brain health such as wearing helmets, concussion prevention, and eating well. Also, teachers will raise awareness that the usual stroke signs apply to everyone, even kids, and time lost is brain loss.

**Art and Music Departments:** Highlight fine and performing artists with disabilities.

**Business Department:** Create public relation pieces such as flyers and press releases.