

Title of Lesson:

Integrating Disability with Patricia Polacco Books

Search terms:

Inclusive language, compare text to text, disability, cause and effect, inclusion, summarize, vocabulary, Junkyard Wonders, Mr. Falker

Date of Creation:

July 2020

Creator of the Lesson:

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Grade Level:

Fourth Grade

Subject:

ELA

Time Duration:

One Week Unit

Summary of Lesson:

The students will develop an awareness and understanding about disabilities that they can apply and share with others inside and outside of the classroom. The students will be able to understand how to use inclusive language. The unit will address themes of bullying, friendships, and self-esteem. These are important topics students need to learn and understand in an elementary level so they can apply these skills as they get older.

DSE Alignment:

DSE 1. Contextualize disability within political and social spheres.

- I can read, write, or speak about disability history.
- I can notice if my needs and wants are being heard or those of disabled peers (Dinero, 2019).

DSE 2. Privilege the interests, agendas, and voices of people labeled with disability/disabled people.

- I can see myself or others I know with disabilities in the character or the perspective of the author of the book.
- I can listen and value the work of disabled scholars and peers.

DSE 3. Promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society or people labeled with disability/disabled people.

- I can select books about difference, diversity, or disability in my school and in my community.
- I can develop ideas to interrupt oppression and increase inclusive practices in my school.

DSE 4. Assume competence and reject deficit models of disability.

- I can view disability as natural.
- I can avoid judgement because it is not natural (Dinero, 2019).

Standards

Common Core Standards:

CCSS.ELA-LITERACY.SL.4.1

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RI.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RI.4.2

- Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-LITERACY.RI.4.4

- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

CCSS.ELA-LITERACY.RI.4.5

- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-LITERACY.RI.4.6

- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CCSS.ELA-LITERACY.RI.4.9

- Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

CCSS.ELA-LITERACY.RL.4.1

- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.2

- Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-LITERACY.RL.4.3

- 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).

CCSS.ELA-LITERACY.RL.4.7

- Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

Lesson Objectives and Assessments:

Objective:

Students will address the themes of bullying, friendships, and self-esteem, while developing an awareness about disabilities they can apply and share with others inside and outside of the classroom. The students will understand and use their vocabulary words correctly, summarize two stories, and make comparisons of two stories.

Assessment:

- Thumbs up by the students when they have completed various tasks/steps
- Self-assessment: thumb up, middle, down for understanding
- Visually assessing students by walking around the room//reading and working with groups
- Early finishers: Task card activity in groups
- Self-assessment: 4, 3, 2, 1 for levels of understanding
- Exit slips
- Homework assignment

Teacher Guide:

Teacher Background Video Clip:

“The Teacher Who Changed Everything” YouTube Video [Captioned]
[Length: 1:58 minutes] <https://www.youtube.com/watch?v=4uxIMV8uJAs>

Anticipatory Set (Prior to beginning of the lesson):

Set up the “Tamara” by Jason Marino [NOT Captioned – there is a brief conversation at 2:53 between two individuals. Otherwise, the majority of the video is music playing in the background, which is not noted textually]

[Length: 4:36 minutes] <https://www.youtube.com/watch?v=B4frsp-rR6c&list=PLAJFhAOG3SCd4XvNshmlvesc7i1sHlr55>

Lesson Progression (Will the lesson unfold/develop?): These are the procedures for how the lessons develop throughout the week:

Instructional Activities:

Step 1: Play the YouTube Video to the whole class - “Tamara” by Jason Marino <https://www.youtube.com/watch?v=B4frsp-rR6c&list=PLAJFhAOG3SCd4XvNshmlvesc7i1sHlr55>

Step 2: Class Discussion

- As a whole class, discuss thoughts and reactions to the video. Focus on how natural, positive, and beautiful it is what she is able to do. [Also, challenge the notion of how the mother seemed sad for a brief moment when the music was not playing – but why? especially when the child was so happy and talented. However, she celebrated the talent and joy ultimately. Continue how her perspective as a Deaf Child is valuable.]

Step 2: As a whole class, state the “I Can” statements

Step 3: Have the students work on the “Hook” Worksheet (see Appendices worksheets)

Step 4: Play the YouTube Reading of “Junkyard Wonders” by Patricia Polacco. [Automatic Captions] [Length: 25:10 minutes]

<https://www.youtube.com/watch?v=KH21cOO0yTY>

- Pause throughout story to check for understanding

Step 5: Group Work

- Revisit the “Hook” Worksheet, and go over together as a class
- Have students break out into groups, and have them work on the first half of the “vocabulary” worksheet (see Appendices worksheets), using dictionaries or tablets
- Have the students listen to the story on tablets
- Have the students complete summarizing worksheet

Step 6: Play the YouTube Reading of “Thank You Mr. Falker” by Patricia Polacco. [Captions] [Length: 16:38]

https://www.youtube.com/watch?v=abN2aP_Dzd0

- Pause throughout story to check for understanding

Step 7: Group Work

- Have the students break out into groups, and work on the second half of the “vocabulary” worksheet, using dictionary or tablets
- Have the students listen to the story on tablets
- Have the students complete the summarizing worksheet.
- Review the vocabulary works and discuss as a whole class

Step 8: Discussion on why and how to use inclusive language

- Have you ever felt left out or made fun of? How did that feel?
- How and why should we use inclusive language?

Step 9: Compare/Contrast Activity

- Review the compare/contrast activity with the whole class
- Have the students break out into groups, and work on “compare/contrast” worksheet

Step 10: Summarizing Activity

- Review the summarizing activity with the whole class
- Have the students work on “summarizing” worksheet individually
- Have the students share their work to the whole group.
- Review “I Can” Statement as a class
- Exit slip with self-assessment number of understanding of unit (4, 3, 2, 1)
- Optional extension activity: students will work with their groups to create a presentation to share with other classrooms/school what they learned from the unit.

Closure (How will the lesson be wrapped up?) (multiple means of expression):

- Share writing activity- whole group
- Review "I Can" statements
- Exit slips and self-assessment (4,3,2,1 rating)
- Optional extension activity: Students can work with their groups to create a poster to promote valuing all in a community (may incorporate examples and nonexamples) on including others/what they learned from the texts.

Homework:

- Night 1: students bring home "Junkyard Wonders" to read to a family member
- Night 3: students bring home "Thank You Mr. Falker" to read to a family member
- Night 4: share what you and your family member learned from both stories. Record responses on worksheet.

Required Materials/Equipment:

- Teacher computer
- Student tablets
- Headphones
- Document camera or other device for displaying lesson to students
- Book: "Junkyard Wonders" by Patricia Polacco
- Book: "Thank You Mr. Falker" by Patricia Polacco
- 'Hook' worksheet (see below)
- Vocabulary worksheet (see below)
- Summarizing worksheet (see below)
- Compare/contrast worksheet (see below)
- Exit slip
- Pencils

References and Recommended Resources

- Connor, D. & Bejoian, L., (2019). *Crippling school curricula: 20 ways to re-teach disability*. Hunter Collect, City University of New York and Teachers College, Columbia University.
- Polacco, P. (2010). *Junkyard wonders*. New York: Philomel Books.
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- Stolz, S., Dinero, A., & Ware, L. P. (2019). *(In)Exclusion in Education*. In T. Heller, R. Gould, G. J. Gill, & S. Harris (Eds.), *Disability in American Life: An encyclopedia of concepts, policies, and controversies* (pp. 394-398). Santa Barbara, CA: ABC-CLIO Publishing.
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<https://www.youtube.com/watch?v=B4frsp-rR6c&list=PLAJFhAOG3SCd4XvNshmlvesc7i1sHlr55>
- Young, S. 'I'm not your inspiration, thank you very much.' Ted Talk: Sydney Stella Young' (Young, S. 2014). Retrieved from: <https://www.youtube.com/watch?v=8K9Gg164Bsw>

***Worksheets to utilize with students are below:**

Name: _____

HOOK ACTIVITY

Directions: In this activity, you will 'Give One, Get One.' You will share an idea with a friend for them to record on their worksheet and you will record their idea on your worksheet.

Have you been to a junkyard before? What do you think you would find there? What treasures do you think you might find?

Name: _____

VOCABULARY ACTIVITY

Directions: Let's take a look at your vocabulary words! You will use a dictionary or tablet to define the words, find examples, and nonexamples of each word.

<u>Vocabulary Word</u>	<u>Definition (in your own words)</u>	<u>Examples</u>	<u>Non-Examples</u>
Podium			
Brusque			
Risk			
Limitation			
Boundary			
Constraints			
extraordinary			
Disability			
Inclusion			

Exclusion			
Use: Stolz, S., Dinero, A., & Ware, L. P. (2019). For disability, exclusion, and inclusion			

Name: _____

SUMMARIZING ACTIVITY

Directions: Using the 'somebody, wanted, but, so, then' format, you will summarize the story.

Somebody	
Wanted	
But	
So	
Then	

Name: _____

COMPARE AND CONTRAST ACTIVITY

Directions: Make text-to-text connections between “Junkyard Wonders” and “Thank You Mr. Falker. How are the texts similar? How are the texts different?

<u>Junkyard Wonders</u>	<u>Similarities</u>	<u>Thank You Mr. Falker</u>