

Unit Overview Including Everyone

Goal- The goal of this unit is for students to practice acceptance and understanding of differences in others and themselves.

Ages- 5th grade (can be adapted for older or younger students)

Duration- One hour a day for eight days

Objectives-

1. Students will use proper interview skills.
2. Students will write an excerpt on their partner.
3. Students will compose a picture of their partner.
4. Students will summarize and react to at least one piece of literature that deals with people's feelings and/or differences.
5. Students will actively participate in community building activities.

Assessment-

1. Students will turn in interview questions and answers to the teacher. The teacher will check for completeness of questions and turned in on time. Students will each ask a guest speaker one interview question.
2. Students will write an excerpt on another peer. They have two revisions corrected by the teacher before handing in their final project. The final project must include their partner's strengths, weaknesses, differences, likes, dislikes and family life.
3. Students will hand in a finished picture of their peer.
4. Students will complete the worksheet that is attached as Appendix B.
5. On day one of unit students will participate in community building activities and discuss how they feel when being part of the community, and relate to how it would feel to be left out.

End Project- Students will write an excerpt and compose a picture of one person in their class. They can write a one page essay, a poem, a narrative story, or anything else approved by the teacher. They will also compose a picture of their partner by painting, drawing, charcoal, or anything else approved by teacher. The teacher will collect the students work and compile them into a book of the class.

Exploratory Phase:

The teacher will introduce an exploratory phase a week before the unit is started. This will include literature of people with exceptionalities on a table in the back of the room that the students can read in their free time (a list of literature that will be on the table is included as Appendix A). They also will need to fill out a worksheet after reading one of the books or poems (this is included as Appendix B). The students will be required to fill the worksheet out with at least one book.

Day 1-

The first day of the unit we will do community building activities as a whole class. The teacher has included four to pick from as Appendix C. They will give a brief summary of how each of them is used with the unit. They are described in detail in the attachment.

Pieces of you- A note needs to be sent home to parents in advance to remind the students to bring in two objects that represent themselves. After the activity discuss the differences and similarities of the objects that were brought in.

All My Neighbors- This activity allows students to get to know similarities and differences between themselves and their peers.

Marching Energizer- After the activity, discuss why it was easy or hard for each individual person. Talk about why some people would think it was harder or easier than others. (Examples- Can't hear the rhythm, broken limb, musically challenged, ect.)

Character Traits- Have students fill out worksheet and then share two things with the class. Teacher can chart the similarities and differences of the class.

Day 2

- The teacher will read the book *Thank You Mr. Falker*, to the class by: Patricia Polacco. They will start by reading a letter from the author to her teacher. (This is included as Appendix D.) After the letter is read the teacher will ask the class to predict what the book may be about. As the book is read they will stop and talk to the class about differences, and how they feel when others make fun of their differences. The teacher has a list of possible questions that can be asked throughout the reading as Appendix E. Discuss the characters in the book and form interview questions as a class to ask the characters. The teacher will talk to the students about what things would be appropriate or inappropriate to ask a certain character.

Day 3

-Students will form questions as a class to ask the guest speakers. The students will write them down on a note card. The guest will pull them out and answer them if they want to.

- As a class talk about the individuals and the disabilities that they have before they come into the classroom, so the students know what to expect. We will discuss how they will be expected to act when guests are in the classroom.

-The teacher will bring in several people from the community that have visible and non-visible exceptionalities. The purpose of this is to make students aware of and understand others differences. This activity will allow students to ask questions and understand how these guests felt throughout school and what they have accomplished despite their exceptionality.

Day 4

- The teacher will introduce the project to the students. They will be given several models of the project that they will be making. They are to look over these models to get ideas.

-As a class we will make a list of interview questions to ask their peer. They can add as many questions as they want if they are cleared by the teacher.

-In order to partner the students up, give each student a piece of paper with a peers name on it. (Make sure to purposely pair students up, but it will seem to be random) Student will be directed to look at their piece of paper and secretly write something positive down about that person that will be shared in class. The teacher and another adult will go first in order to role play. After this pick a student to share, and then the student will pick a peer to share and so on.

- Students will pair up with the person that was on their piece of paper on day 2. They will interview their partner, and be interviewed. After they are interviewed they need to share at least five things with their partner that makes them unique. This will be handed in to the teacher. The teacher will mark if the student completed the questions on time or not.

Day 5

- The teacher will write an example for the class book and we will critique it as a class. In the teachers example they may use words that will hurt others feelings, or are inappropriate. They will talk about how this would make your partner feel and what we could replace it with.
- Students will form an outline of what they want to include about their partner.
- An adult in the classroom or the teacher will meet with each individual student to discuss how they are going to present their peer in the class book. While the students are waiting to meet with an adult they can start to think of how they want to compose the picture of their partner.

Day 6

- Students will finish their first draft, and have it critiqued by a peer that is not their partner, and an adult in the classroom. Both people must sign the bottom of the first draft.
- After they have finished a first draft they are to continue working on the picture of their partner. This picture will need to be completed and turned in by day 7.
- Students will need to do a second draft for homework and have an adult at home critique and sign the bottom.

Day 7

- Students will complete their final draft, and have it approved by the teacher.

Day 8 (may take longer then one hour)

- Students will present their final project to the class with their partner. They will discuss what they have learned about themselves and their partner.
- The class will have a party to celebrate our diversity and similarities as a class.

The teacher will get the book bound together and make copies for each student in the class.

Name: _____

Date: _____

Title: _____

Author: _____

Directions:

After you have finished reading write a summary of what you read and your reaction.

-Giraffes Can't Dance

By: Giles Andrae

Illustrated by: Guy Parker-Ress

-Ian's Walk: A Story About Autism

By: Laurie Lears

Illustrated by: Karen Ritz

-My Many Colored Days

By: Dr. Seuss

Illustrated by: Steve Johnson and Lou Fancher

-Talking to Angels

By: Esther Watson

-Tru Confessions

By: Janet Tashjan

Read a selected chapter

-We'll Paint the Octopus Red

By: Stephanie Stuve-Bodeen

Illustrated by: Pam DeVito

-When Pigs Fly

By: June Rae Wood

Read a selected chapter

-Wish on a Unicorn

By: Karen Hesse

Read a selected chapter

-Selected collection of Poems

-Selected collection of Articles

Resources:

-Polacco, P. (1998). Thank you, Mr. Falker. New York: Philomel Books

-Dyches, T. T., & Prater, M.A. (2000). Developmental Disability in Children's Literature (3rd ed.). Reston, VA: The Council for Exceptional Children

-Retrieved October 5, 2004 from the World Wide Web: http://patriciapolacco.com/12-07-02/html/_books/falker_story.html