**Lesson Plan #3-Sarah Jenkins**

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| **Title: Children with Disabilities**  **Andy and His Yellow Frisbee by Mary Thompson** |
| **Topic: Connecting and Creating Community with Autistic Classmates**  **\*Use at beginning of school year** |
| **Grade Level: 3** |
| **Standards of Learning:** |
| **3.1a Oral Language: The student will listen attentively by making eye contact, facing the speaker, ask questions and summarize.**  **3.1e Oral Language: The student will increase listening and speaking vocabulary.**  **3.5f Reading: The student will ask and answer questions about what is read.**  **3.6e Reading: The student will draw conclusions based on text.** |
| **Activity:**  **1. Discuss how all children are individually unique in the ways they learn, play, and interact. As your new classroom family is formed, discuss tolerance of individual differences.**  2**. Read Andy and His Yellow Frisbee by Mary Thompson. (In this story, a new student is curious about Andy’s special behavior at school, spinning a yellow Frisbee.)**  **3. Stop at appropriate pages to allow students to use the *Stop & Jot* post-it notes sheet to writequestions or ideas that form in their minds as the story unfolds. *Model for students how questions form in your mind as you are reading for understanding. Display this sheet on projector to demonstrate how it is to be used.***  **4. Allow students to share their *Stop & Jot* notes whole group and generate discussion about the story, unanswered questions students may have, and why it is important to be accepting of others differences.**  **CTA Source: Kara Custis read Eve Bunting’s Fly Away Home/Stop & Jot sheet**  **From Kara Custis’ Thursday session, “Noticing Your Inner Voice”** |
| **Time Frame:** |
| **35-40 minutes during literacy block** |
| **Assessment: Teacher Observation/discussion/collect sheets** |