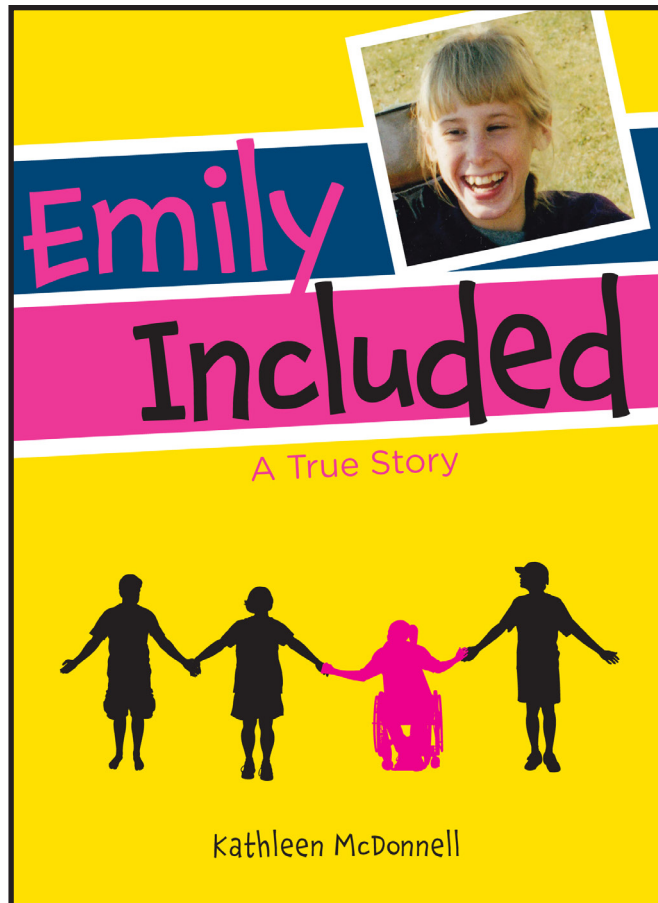


Second Story Press

Intermediate Level ESL

TEACHER RESOURCE GUIDE

WRITTEN BY HELEN WOLFE



Emily Included

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Book Summary

Emily Included is the true story of Emily Eaton, a little girl born with cerebral palsy who attended regular school with able-bodied children. With the help of teacher's assistants, Emily participated in her classes with the other children. Although she cannot speak, Emily communicates using sounds, facial expressions, and sign language. During her first year at Maple Avenue School, she flourished in her new environment, and her classmates became increasingly sensitized to a child with special needs by interacting with her.

However, at the end of her first year at Maple Avenue, a Special Needs Tribunal met to determine if Emily should stay in a regular school or be transferred to a segregated school for children with special needs. The school board argued that she sometimes made loud noises that disturbed other students. The Tribunal decided that it would be better for Emily to attend a special school, but Emily and her parents disagreed with the decision. The book traces Emily's legal battle to be integrated into the regular school system, which took several years and went all the way to the Ontario Supreme Court.

Emily Included was written in 2011 by Kathleen McDonnell. Originally intended as a chapter book for 8- to 11-year-olds, it is also appropriate for ESL children, adolescents, and adults at the high beginner or low intermediate level. It could be used as a core or supplemental text for students studying ESL high beginner or low intermediate high school credits, and as a supplemental text for credit ESL History courses usually taken by high beginner and lower intermediate students.

This book has 123 pages, and includes a Prologue, Epilogue and a message from Emily herself. It deals with the themes of equal rights for people with disabilities, destroying stereotypes about the disabled, sensitization to their needs, and the integration of people with disabilities into mainstream society.

PART A

Pre-Reading Activities

In many of our ESL students' home countries, people with disabilities are not integrated into society. There is little or no financial aid or family support for them. Laws do not support their right to access the basic necessities of life, including housing, health care, and education. These activities are designed to introduce students to the obstacles and human rights issues which people with disabilities confront every day.



ACTIVITY 1

Introducing *Emily Included*: Group Discussion

1. Work in groups of 4 or 5 students who speak different first languages.
2. Make sure all students have their copies of *Emily Included*.
3. Discuss the questions below with your group members.
4. Choose one group member to be a reporter and make notes of your discussion.
5. When you're finished, the rest of your group will be responsible for making a short presentation to the class.
 - a. Look at the picture of Emily on the top right hand corner of the book. Describe her. What can you tell about Emily from her picture?
 - b. Does Emily look like any of your friends? Why?
 - c. Look at the picture of the four children on the cover. How is the child in pink different from the others?
 - d. What is the feeling or relationship of the four children? What does the fact that they are holding hands tell you about them?
 - e. The girl in pink is in a wheelchair. Why would someone need a wheelchair?
 - f. Why are Emily and the girl in the wheelchair both on the book cover? How are the two images connected?

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ACTIVITY 2

Looking at the Book's Photographs: Guided Discussion

This activity would be especially helpful for students who need the visual cues provided by the photographs to understand the story.

 ACTIVITY 2

Looking at the Book's Photographs

Directions:

1. Find one or two partners who speak different first languages.
2. Make sure everyone has a copy of *Emily Included*.
3. With your partners, look at the photographs on pages 44, 58, 78, 110, and 118.
4. Discuss the pictures on these pages. Use these questions to guide your discussion.
 - a. Who is in the pictures?
 - b. Look at the facial expressions and body language of everyone in the pictures. What feelings do they show?
 - c. Does Emily look like she is participating in activities? How can you tell?
 - d. What are some adjectives that you can use to describe Emily's character or personality, just from looking at her in the pictures? Make a list of those adjectives.
 - e. Would you like to have a friend like Emily? Why?



ACTIVITY 3

Group Brainstorm and Discussion of Disabilities

The teacher needs to prepare several envelopes containing pictures of people with disabilities (easily found on the Internet). The pictures should include children and adults who are blind, deaf, and have disabilities requiring them to use canes, guide dogs, service dogs, wheelchairs, crutches, scooters, and walkers. Have a variety of pictures, so that your students examine people with disabilities participating in many activities. Leave space at the bottom of each picture for the students to write captions for them. Place these envelopes on tables.

 ACTIVITY 3

Group Brainstorm and Discussion of Disabilities

Directions:

1. Organize yourselves into groups of five or six students.
2. Each group has an envelope with several pictures in it.
3. Discuss each picture as a group and write one or two sentences, called a caption, at the bottom of the picture to describe it.
(For example: “This little girl has a physical disability. She is using crutches because she needs them to walk.”)
4. After you have written your sentences, your group will present your pictures and captions to the class.

After this activity is completed, turn the captioned pictures into a bulletin board display, which you can refer to as you are reading the book.



ACTIVITY 4

Jigsaw and Web Page: Understanding Disabilities

This is an appropriate activity if you have access to a computer lab or wifi, and your students are computer literate. Depending on the class size and your students' abilities, this activity could take one or two classes. You may need to assist students to balance group numbers so all topics are well represented.

 ACTIVITY 4

Jigsaw and Web Page: Understanding Disabilities

Directions:

1. Work individually, in pairs or in small groups to do research about disabilities.
2. Here is a list of words that describe people who have disabilities or special needs.
 - a. cerebral palsy
 - b. blind or visually impaired
 - c. deaf or hearing impaired
 - d. autistic
 - e. mute
 - f. physically disabled
 - g. paraplegic
 - h. quadriplegic
 - i. Downs syndrome
3. Using any Internet search engine, read and find some information about people who have that disability. There are many documents on these topics. You will only need one or two documents to find the information that you need.
4. If possible, use YouTube to find movies or other postings from people who have these disabilities.
5. Make your own point-form notes.
6. Next, focus your research on only one disability. Form another group with other students who are interested in the same topic. For example, everyone who wants to research autism will work together in the same group. There should be nine research groups.
7. Your group will prepare a Fact Sheet on the disability that you have chosen. Your sheet should include a picture of a person who has that disability and a list of about 10 keys facts about it. Your group's Fact Sheet can become a web page and posted so that all students can have access to the information.

 ACTIVITY 5

Guest Speaker

Invite a guest speaker who is a person with a physical disability to your classroom. The speaker could be a student or a teacher in your school. Your local associations representing people with various disabilities often provide guest speakers to schools free of charge. Have students complete the sheet below as they are listening to the speaker.

 ACTIVITY 5

Our Guest Speaker

Directions:

As you are listening to the speaker, complete the following sentences using your best English.

1. The name of the guest speaker is _____
2. The speaker has a disability called _____
3. The special aids that the person uses to help him/her is/are _____

4. The speaker looks and/or sounds differently because _____
5. The most important subject that the speaker talked about was _____
because _____

6. I thought that the speaker's personality was _____
because _____

7. For the speaker, the biggest challenge of having a disability is _____

8. For the speaker, the most interesting part of having a disability is _____

9. Two important facts or ideas about having a disability that I learned from this _____
presentation are _____
My opinion of the speaker's presentation is _____



ACTIVITY 6

Guest Speaker Thank You Letter

As a follow-up to Activity 5, have the students write a thank you letter to the speaker. Before assigning the letter, teach or review the parts of a friendly letter. If your students are computer literate, have them do the assignment in the computer lab. You could also have them send the letters as emails.

 ACTIVITY 6

Guest Speaker Thank You Letter

Directions:

1. Write a thank you letter to the guest speaker.
2. Make sure that your letter has these parts:
 - a. Today's date
 - b. Your address (either the school address or your home address)
 - c. A greeting: (Dear _____)
 - d. A short opening paragraph (3–5 sentences) Introduce yourself as a student in the class where the speaker presented. Give the date of the presentation and summarize the speaker's topic.
 - e. A body paragraph (6–10 sentences).
 - f. Give more specific details about the presenter's talk. Write several reasons why you appreciated the talk. Also, compare the lifestyle of someone with that disability in your first country and the presenter's lifestyle.
 - g. A short concluding paragraph (3–5 sentences). Thank the speaker. Write your opinion of what other students might learn if the speaker could do a presentation in their classes.
 - h. Close the letter with a simple phrase. (Yours sincerely, Yours truly,)
 - i. Put your name and/or signature at the end.

 ACTIVITY 7

Elements of Storytelling

Before reading the story, teach or review the vocabulary used in analyzing literature. These are the terms that would be key for this text: fiction, non-fiction, prologue, plot, setting, narrative, third-person narrative, first-person narrative, flashback, flash forward, characters, protagonist, antagonists, conflict, climax, theme, and epilogue.

PART B

Reading Activities



ACTIVITY 8

Chapter Questions

These questions can be used for oral discussion or assigned written work as you are reading the book with students. They incorporate the terms in Activity 7. The focus of the questions is to analyze the story.

 **ACTIVITY 8**

Chapter Questions

Prologue (pages 1–4)

3. Who are all of the members of the Eaton family?
4. How is Emily different from her brothers?
5. Why does Emily use “a loud screech”(page 3) to communicate?
6. What is the Special Education Tribunal? What important decision are they going to make?

Chapter 1: A Regular School (pages 5–11)

7. Most of this story is told in flashback. Why is it necessary to tell the story in flashback?
8. Is this story fiction or non-fiction? How do you know?
9. Why did Emily go to Granville Children’s Centre until she was five years old?
10. What were some important differences between Maple Avenue School and Granville Children’s Centre?
11. Why does Emily have cerebral palsy?
12. What are some of Emily’s special challenges?
13. How can we infer that Emily’s parents are very determined people?
14. One of the Emily’s doctors told her parents that she would be “like a vegetable.” (page 7) This kind of comparison is called a simile. What did the doctor mean by describing Emily this way?
15. What is Emily’s relationship with her brothers?
16. Why do we know that Emily is not “like a vegetable”?
17. Why did Emily’s parents want her to go to Maple Avenue School?
18. What did the principal mean by saying that Emily can attend the school on a “trial basis”? (page 11)
19. Why did Emily need an educational assistant?

Chapter 2: Way to Go Emily! (pages 12–20)

20. Emily’s parents were worried that they had “gotten their hopes up for nothing.” (page 13) What this English idiom mean?
21. How did Mark’s way of teaching help Emily to learn?
22. How did Emily use her walker to play soccer?
23. What is “signing”? (page 17) Why is signing the best way for Emily to communicate?
24. What exciting news did the Eaton family get?

Chapter 3: Hand Over Hand (pages 21–29)

25. How did Maria help Emily in art class?
26. Why would coming to Maple Avenue be a big adjustment for Emily?
27. What was the big progress that Emily made when she was in kindergarten?
28. How do we know that Emily got along well with her classmates?
29. How did Maria’s “hand over hand” way of working with Emily help her to learn?
30. What was a Communication Book? How was it used to help Emily?

Chapter 4: Everybunny is Somebunny (pages 30–39)

31. How was Emily’s seventh birthday party different from the parties she had before?
32. Why was it easy for Emily to play the “Everybunny is Somebunny” game?
33. How did Emily’s classmates make it easy for her to participate in the birthday party games?
34. Why did Emily sometimes behave in an immature way?
35. How did Emily’s birthday party change her relationship with her school friends? Why do you think their relationship changed?

Chapter 5: An Honest Disagreement (pages 40–49)

36. What important decision did the committee for students with special needs make about Emily’s education?
37. What were the “extra demands” (page 41) on Emily’s teachers and assistant?

38. Why were Emily's parents so upset by the committee's decision?
39. What was ARCH? How did it help people with disabilities?
40. Why did Emily like her lawyer, Anne Molloy?
41. How was ARCH going to use the Canadian Charter of Rights and Freedoms to help Emily?
42. How did Emily show Anne that she was ready to fight to stay in a regular classroom?
43. Why was Emily nervous about starting Grade 2?

Chapter 6: Racing Buddies (pages 50–60)

44. How do we know that Emily's teacher treated her just like other students?
45. How did Emily's classmates learn to communicate with her?
46. How did Freddy's teasing make her feel?
47. Emily was happy because "people stood up for her." (page 51) What does that mean?
48. How did Tommy and Carrie help Emily prepare their hyrax presentation together?
49. Why was Cheryl, Emily's new educational assistant, stricter with Emily?
50. Why was Cheryl giving Emily so many tests?
51. How did Emily show her anger at having to answer so many questions?
52. Why did Emily identify with or understand Bobby Curtola's song so well?
53. Why did Emily love training for the "Spring into Action" race?
54. Why was Emily proud of her result in the race?

Chapter 7: The Tribunal (pages 61–73)

55. This chapter takes the story into flash forward. What does that mean?
56. Anne told Emily that the Special Education Tribunal hearing would be like a trial? What is a trial?
57. Why did Emily's mother, Carol, tell the Tribunal about Emily's personality?
58. Why was it also important for Emily's brothers and the parents of her friends to give testimony?
59. During his testimony, Emily's father said, "We can't bring her back at the end of her school career and plug her into that community. She has to be there now, so she can grow up with those

children and those children can grow up with her.” (page 66) What does he mean? Do you agree with him? Why?

60. Why did the school board want Emily to return to a Special Education class?
61. Why was it important for Emily to meet Bob Williams?
62. How did Bob’s way of communicating fascinate Emily?
63. Why did Emily cry when she heard Bob’s testimony?
64. What was the decision of the Tribunal?
65. Why did the Tribunal say that her parents were “treating Emily as a symbol rather than a person?” (page 72) What did they mean?

Chapter 8: An Amazing Day (pages 74–79)

66. Emily’s lawyer, Anne, “filed an appeal” with the Divisional Court of Ontario? What does that mean?
67. Why did Emily appreciate the special surprise that singer Bobby Curtola gave her?

Chapter 9: A Matter of Principle (pages 80–87)

68. Do you think it was a good idea that Emily worked with different educational assistants? Give your opinion and reasons.
69. Emily’s educational assistant, Laurel, was looking for ways to “include” Emily in more classroom activities. (page 82) Why would being included be so important for Emily?
70. How did Emily sometimes behave when everyone’s attention and effort to include her became too difficult?
71. How did Emily’s classmates show that they were becoming more sensitive to her needs?
72. What did it mean that the Divisional Court of Appeal “ruled against them and upheld the Tribunal’s decision”? (page 85)
73. What would be the next step in Emily’s case?
74. In your own words, explain why The Canadian Charter of Rights and Freedoms was important to Emily’s case?

75. What were “interveners”? (page 86) How were they trying to help Emily win her case?
76. What disappointing news did Emily get at the end of Grade 3?

Chapter 10: A Loud, Clear Voice (pages 88–96)

77. What was the name of Emily’s new school?
78. Why did the reading couch become a comfortable place for Emily and her classmates?
79. Why did Emily’s parents decide to transfer her to Blessed Sacrament School?
80. How did her new teacher, Bill, show that he understood Emily’s needs?
81. What major assignment did Bill announce to Emily’s class?
82. What was Emily going to use to prepare her speech?
83. What steps did Emily take to prepare her speech?
84. Whose voice was on the tape? What important ideas did Emily’s speech communicate? How do we know that the ideas of the speech were Emily’s ideas?
85. What do the words, “She found her own voice” (page 96) mean?

Chapter 11: The Court of Appeal Rules (pages 97–102)

86. What did it mean that the Court of Appeal “overturned” the Tribunal’s decision?
87. Summarize the most important ideas of Justice Louise Arbour’s decision.
88. Why did Emily and her parents need to come to Toronto?
89. Why was the decision that allowed Emily to attend a regular school important to so many other people?

Chapter 12: The Highest Court of the Land (pages 103–110)

90. How long did Emily fight her case in the law courts?
91. “The Supreme Court was not the most welcoming place for visitors in wheelchairs.” (page 104) What does this mean?
92. Reading the description on pages 105 and 106, how can we infer that Emily’s case was important to many people? Why was it so important? Emily’s father told reporters that they were “pursuing her case because of the principle involved.” (page 107) What does that mean?

93. What was the decision of the Supreme Court in Emily's case? Did the court make the right decision? Give reasons for your opinion.

Epilogue: July 2010 (pages 111-117)

94. Why would the author of this book want to write an epilogue?
95. Who is Dao Ming?
96. Dao Ming said, "It would be impossible." (page 111) What did she mean by "it"?
97. Why was the family in China?
98. How had the lives of all of the family members changed?
99. How long had it been since the Supreme Court ruling in Emily's case?
100. What is the Convention on the Rights of Persons with Disabilities? How has it changed the lives of people with disabilities around the world?
101. What is the situation for people with disabilities in China?
102. Emily has become an "ambassador for disability." (page 114) What does that mean?
103. How did Dao Ming feel about Emily's family?

A Message from Emily (pages 119-120)

104. The writing style of most of the book is called the "third person narrative." This message is in the "first person narrative." What is the difference in the two writing styles?
105. How do we know that Emily enjoys and appreciates her life?
106. What ideas in the message show that Emily is very honest about her life as a person with a disability?

 ACTIVITY 9

Vocabulary in Context

In this activity students identify vocabulary in context without using a dictionary. Before assigning this activity, they should understand parts of speech and synonyms.

 ACTIVITY 9

Vocabulary in Context

Directions:

Choose a synonym for the underlined words in each sentence or write a definition of it in your own words, according to the meaning of the vocabulary in the book. Do not use a dictionary or copy dictionary definitions.

1. In Emily's case, her body is FLOPPY, so she doesn't have much control over her movements.
(page 7) _____
2. It was a STRUGGLE to explain her condition in words they could understand. (page 7) _____
3. It was over a year since Emily had started going to Maple Avenue School, and for the first few weeks she found it a big ADJUSTMENT. (page 21) _____
4. She loved the way they all launched into signing without being PROMPTED.
(page 38) _____
5. But this was a COMPETITIVE race with a special section for runners pushing wheelchairs.
(page 56) _____
6. For a few moments she felt a RESTLESSNESS, a powerful longing to burst out of her wheelchair and fly alongside them. (page 59) _____
7. Anne had said that the Tribunal HEARING would be much like a trial, but this plain room didn't look anything like a courtroom. (page 62) _____
8. Carol had prepared an opening statement to give the Tribunal members a GLIMPSE of Emily's life and who she was as a person. (page 63) _____
9. After Carol's TESTIMONY, each of Emily's brothers was called up to make a short statement.
(page 64) _____

10. There were many other WITNESSES for both sides, and each side would present EVIDENCE to support its case. (page 66) _____
11. Emily was FASCINATED by the way this communication board gave him a voice. (page 69) _____
12. Bob planned to tell the Tribunal about his own childhood, how being in a SEGREGATED class had damaged his SELF-ESTEEM. (page 69) _____
13. “Because they never had the opportunity to get to know me as a person, some kids used to call me ‘RETARD’ and pelt me with stones.” (pages 69–70) _____

14. He’d felt the intense LONGING to communicate—to express his feelings, to speak his thoughts, to be heard. (page 71) _____
15. By fighting to keep their daughter at Maple Avenue, Carol and Clayton were treating Emily as a SYMBOL rather than a person. (page 72) _____
16. The Eatons had decided to continue the case, so Anne had filed an APPEAL of the Tribunal’s RULING. (page 74) _____
17. In February the Eatons learned that the Divisional Court of Ontario had RULED against them and UPHELD the Tribunal’s decision. _____
(page 85) _____
18. Most people who worked on disability issues believed that DENYING Emily the right to be in a regular classroom was a form of discrimination, and a VIOLATION of her RIGHTS. (page 86) _____

19. Carol and Clayton had heard that Blessed Sacrament had a POLICY of including students with disabilities in regular classrooms. (page 89) _____
20. “A good speech should INFORM and PERSUADE,” the teacher went on. (page 91) _____

21. Her parents were always on the lookout for things that would give her more INDEPENDENCE.
(page 92) _____
22. He wrote it out sentence by sentence, with every word subject to her APPROVAL.
(page 93) _____
23. As a voice emerged from the tape, the attention of the whole class was RIVETED on the machine.
(page 94) _____
24. The classroom EXPLODED in applause. (page 96) _____
25. It was about the principles of equality and JUSTICE for all people with disabilities.
(page 98) _____
26. The parents AVAILED THEMSELVES of the only PROCEDURES made available to them by the
legislation. (page 100) _____

27. “This decision,” she said, “will have a strong INFLUENCE throughout Canada,”
(page 101) _____
28. It was hard to believe it had been more than four years since her family had EMBARKED ON
the case. (page 103) _____
29. SEGREGATING children like Emily should be A LAST RESORT.
(page 109) _____
30. Once again, Emily became an AMBASSADOR for disability. _____
(page 114) _____

 ACTIVITY 10

Using Key Vocabulary

Directions:

Choose 10 of the underlined words Activity 9. Write your own original sentences using each of these words.

PART C

Writing Activities

 ACTIVITY 11

Outline for a Character Study

The students will be creating a graphic organizer for Emily's character. We've suggested using a chart, but scaffolding, a web or a mind map are other graphic organizers that will work just as well.

 ACTIVITY 12

Writing a Character Study

Directions:

Using your chart of Emily's Personal Qualities, write a character study paragraph for Emily. Make sure that your paragraph is 8 to 12 sentences long and has these parts.

- a. an interesting title
- b. a topic sentence that introduces your topic
- c. a body that includes four of Emily's personal qualities and details and examples from the story that prove she has these qualities
- d. a concluding sentence that summarizes your paragraph and perhaps gives your personal opinion about Emily as the protagonist of the story.
- e. evidence of proofreading and editing to improve spelling, grammar, punctuation, and vocabulary



ACTIVITY 13

Is it Fact or Opinion?

In Part A of this exercise, ask students to decide if the statements given are facts or opinions, and to give their reasons for their choices.

In Part B ask them to decide how they know which is which. After completing Part A, your students hopefully will come up with these deductions.

FACTS

- *are provable by using the senses (touch, taste, smell, hearing, seeing)*
- *are provable because they are written down or documented, such as laws*
- *are provable by counting or measuring numbers*

OPINIONS

- *are statements where people can either agree or disagree with another person or a situation*
- *are statements that have specific verbs such as “believe” or “think”*
- *are statements that give advice and use words such as “should”*

 ACTIVITY 13

Is It FACT or OPINION?

Directions:

PART A

Work with a partner. Decide if each of these sentences is a fact or an opinion. Write F for FACT or O for OPINION on the line after each sentence. Give reasons for your decisions.

1. It's cold in Canada in the winter. _____
2. We see people with special needs in schools, sports, and participating in other activities in our community. _____
3. There are many people in Canada with disabilities or special needs. _____
4. Emily Eaton has cerebral palsy. _____
5. Emily communicates differently from most other people. _____
6. Emily and her family believed that it would be better for her to go to school with regular kids. _____
7. The Special Needs Tribunal thought that Emily should go to a special school with other children with special needs. _____
8. Emily's parents wanted her to go to school with regular children to be included with the rest of society. _____
9. The Canadian Charter of Rights and Freedoms guarantees that everyone has equal rights and is protected from discrimination. _____
10. The Ontario Supreme Court agreed with Emily and her parents that Emily should be allowed to go to school with regular students. _____

PART B

After you have done Part A, organize yourselves into groups and discuss how you know that some of the statements above are FACTS and others are OPINIONS.



ACTIVITY 14

Creating a Graphic Organizer: Expressing Opinions

If your students do not have a lot of experience expressing opinions, have them do this assignment and Activity 15 as group. They will practise completing thesis statements, giving reasons and supporting details and examples. If they have already done opinion writing, both activities can be assigned as evaluated assignments.

 ACTIVITY 14

Creating a Graphic Organizer: Expressing Opinions

Directions:

Read this question and then complete the chart.

Do you agree with Emily's parents as they fought to have her integrated into a school for regular students? Give your opinion and at least three reasons to support it.

Opinion Statement:	
Reason #1	Examples/ Details
Reason #2	Examples/Details
Reason#3	Examples/Details

 ACTIVITY 15

Practising an Opinion Paragraph

The purpose of the exercise is to model correct opinion writing for students.

 ACTIVITY 15

Writing an Opinion Paragraph

In the model paragraph below, fill in your ideas from your outline to complete this opinion paragraph.

Emily and Her Family

In my opinion,

My first reason is

For example,

My second reason is

For instance,

My last reason is

An important example is

In conclusion, I really admire Emily and her family because

PART D

Extension/Enrichment Activities



ACTIVITY 16

Visit with Special Needs Students

Organize a program where your students visit special needs students or they visit your classroom. Work with your students to carefully plan the activity, which could be connected to a holiday, sports, music, or arts and crafts. It is essential that your students are participating and integrating with the special needs students, and not simply observing them.

After the activity is completed, debrief the experience with them. Ask these questions, reinforcing that their feelings will not be judged. It is important for them to be honest about their feelings and opinions.

- a. Were the students who you expected them to be? Why or why not?
- b. Did you enjoy participating in this activity? Why or why not?
- c. Did any of the students talk or try to communicate with you in any way? If so, how did they do that?
- d. How did you feel while we were with the students?
- e. How did you feel after we finished the activity?
- f. Did you think that the students enjoyed or appreciated that we were there with them? What makes you think that?
- g. Would you like to do another activity with special needs students? Why or why not?
- h. Would you ever think about volunteering in a special needs program? Why or why not?
- i. How would you feel if one of the special needs students became a student in our class?
- j. What would be some of the challenges of having a special needs student in our class?



ACTIVITY 17

Research Project: Famous People with Disabilities

This activity could be a CPT or Culminating Performance Task for a credit ESL course. If your students are computer literate and you have a computer lab, this assignment can be done as a web page.

 ACTIVITY 17

A Famous Person with a Disability

These are the names of famous people with disabilities. Some people are living but others lived a long time ago. Beside each person's name is his/her career.

Ludwig van Beethoven (composer)

Helen Keller (writer, activist)

Temple Grandin (scientist, activist)

David Onley (broadcaster, government official,
activist)

Stevie Wonder (musician, composer)

Stephen Hawking (scientist)

Michael J. Fox (actor, writer)

Marlee Matlin (actor)

Evelyn Glennie (classical musician)

Christopher Reeve (actor, activist)

John Milton (poet)

Itzhak Perlman (violinist)

Tracey Ferguson (athlete)

Rick Hansen (activist)

Terry Fox (activist)

Chantal Petitclerc (athlete)

David Lepofsky (lawyer, activist)

Frida Kahlo (artist)

Marla Runyon (athlete)

Barbara Turnbull (journalist, activist)

Directions:

1. Choose one of the people above to research and write about. You may choose someone who is not on this list. However, please check the name with your teacher before you begin your research.
2. Do some Internet research on your subject. You will only need to find two or three resources. Look for resources that are not too difficult for you to read and understand.
3. Here are the important topics you will need to research and record.
 - a. date of birth (and death, if appropriate)
 - b. first country
 - c. childhood highlights
 - d. education
 - e. special talents
 - f. specific accomplishments/awards
 - g. famous words/quotes

- h. reasons for choosing this person
 - i. works cited (a list of your Internet sources)
4. Create a board display on your subject. Include point-form notes for each of the topics.
 5. Include at least one picture of your subject.
 6. Your assignment will be evaluated for content, organization, accuracy, language, and attractiveness.

ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to info@secondstorypress.ca.

FEEDBACK

Let us know about your experience using this guide by completing a short online survey: <https://www.surveymonkey.com/r/CQHKZG5>