

Lesson Plan

Felicia McCan

By Carolyn MacDiarmid

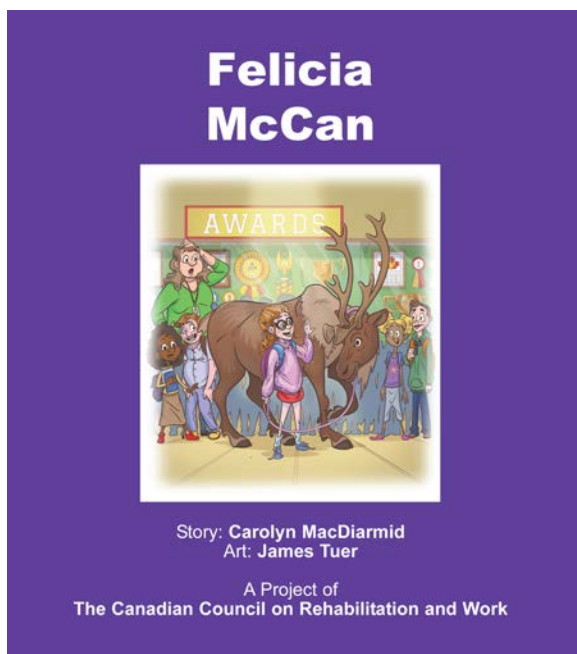
Illustrated by James Tuer

Lesson: Getting to know others rather than making quick judgements based on appearance.

Curriculum Connection: Language Arts

Grade Level: Grades 3 - 5

Time: Approximately 50 minutes



Lesson Snapshot

The lesson will invite students to read the narrative poem using rhyming couplets and ultimately celebrate differences rather than focusing negatively on them. This book is part of a series of storybooks done as a project with The Canadian Council on Rehabilitation and Work and the Accessibility Directorate of Ontario (now called The Ministry for Seniors and Accessibility.)

About the Book

Felicia is the centre of attention at her new school. Her appearance and the unfamiliar tool she uses to read raise the interest of other children. These differences quickly become accepted, and her charm, style and unbounded energy stand out and win over the crowd.

Success Criteria

Use any co-created success criteria that would be relevant during your guided reading lessons. Or you can generate new criteria based on your Learning Goals for the lesson as guided by your Course Outlines or Long-Range Plans.

Curriculum Expectations

See side-by-side Selected Reading Expectations Chart for each grade level.

Materials

- 5 copies of *Felicia McCan*
- iPad or laptop
- Chart paper, markers, sticky notes, pencils

Lesson Details

BEFORE READING

1. Share the Learning Goal for today's lesson and develop Success Criteria.
2. Have students examine the picture on the front cover. Where is the story taking place? Why is there a moose in the picture? How do the other characters appear? Can the reader make any assumptions or predictions about Felicia just from this picture?

DURING READING

1. The **Watch For New Vocabulary** section in the Student Workbook is a place for students to record new terms before or during reading. Students can record unfamiliar words on sticky notes or write them directly into the space provided.

Assign routine 'Word Work' activities your students are familiar with using the new terms from the text as you cycle through your literacy centres or reading program schedule.

Possible new vocabulary from the text: adventure, mischief, glitter, brightness, ruffle, magnet, frightened, dancercise, auction, concoction, decision, magnification, complication, collectively, expanding, squint, uplifting, bleak, pronto, applauded.

2. Using your selected reading strategy(s) or explicit reading instruction for each group, read through the book with students, making anecdotal notes on a document for tracking and assessment purposes.

The Student Workbook has **Decoding**, **Comprehension** or **Expanding Meaning** charts. During your lesson, have students record what strategies they are using to help them become more strategic and effective readers.

AFTER READING

1. Assign students to write a summary using the pages of the 'Summary Section' in the Student Workbook. (See examples provided for both fiction and non-fiction, or use anchor charts your students are currently using for this skill.) Sticker "Badges" can be given after students complete their summary. Your classroom kit provided a sheet of sticker badges/student (each book has a specific badge.)
2. Did you think Felicia's disability was related to vision at the start of the book? Did anything else grab your attention? (possibly ADHD, unusual behaviour, social skills?) Explain.
3. Would it be fair to say that everyone has many 'layers' to their personality? How does this idea relate to the concept of not being defined by a disability but rather it only being one aspect about a person? What can we learn from this? How should we 'see' people?
4. Can you think of other devices that help people with low vision? What about other disabilities?

FOLLOW-UP ACTIVITIES

Have students draft a response to ReadAble's Twitter campaign #CanYouImagine for each book. You can choose to collect student responses and make posts yourself, or if students have access to your class Twitter account, can make the post according to your classroom policy. Feel free to take pictures of your students engaging with each title.

Visit the "Other Stories" hub and view other Blind and Low Vision Stories.

Have students respond to the story: Have they ever moved to a new school or town before? What was it like? Have people ever judged you before really getting to know you better?

Have students draw or create a piece of art about their own 'layers' to their personality. What would others 'see' about them?

THE READABLEFEST WEBSITE LINKS TO "OTHER STORIES"



Toronto
Blind Jays



Audible Puck
Hockey Players