

# Lesson Plan

## I'm Smart in My Own Way

By Carolyn MacDiarmid

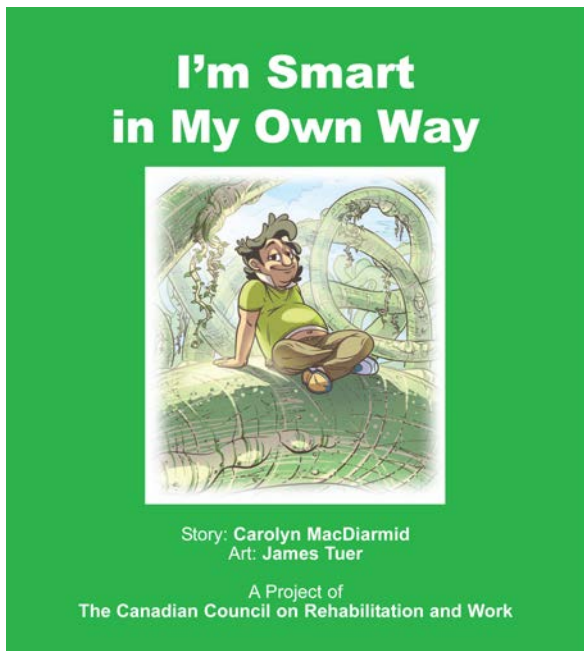
Illustrated by James Tuer

**Lesson:** How limitations are set upon people due to assumptions and stereotypes.

**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

Bartley struggles to get good grades in school. However, his powers of observation help him to observe signs of an impending crisis. He also observes potential and possibility in a giant vine that encroaches his town.

### 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 *I'm Smart in My Own Way*
- 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.

### 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: exploring, teased, alert, burrowing, remarked, fuss, advise, memorize, seldom, praise, situation, excel, observation, shiver, evacuate, bursting, scene, trampoline, uncoil, shattered, mattered, apologized, boundless, attraction, maze, tourists, glistens.

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. Ask students if anyone has ever felt like Bartley? Is it hard to get good grades in school? Do people judge others if they don't get good grades? Have you ever felt like sometimes people don't take you seriously?

3. Describe a time when any adult has tried to reassure you of your strengths. What were your strengths they pointed out? How did it feel to know they believed in you?

4. Have you ever been right about something before when others didn't believe you? Did they ever discover you did in fact know something they didn't know? How did they react?

5. Examine the picture on page 27. When Bartley talks about weeding and feeding and taking care of the vine, how else could this be interpreted? Could it represent anything else he

wants to help nurture to grow? To be noticed as something special? How does this relate to the power in believing in ourselves? To stay positive and persist? How can this help us develop a stronger mindset?

### FOLLOW-UP ACTIVITIES

1. 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.

2. Visit the "Other Stories" hub and have students make connections about challenging stereotypes and making false assumptions about what is possible.

### THE READABLEFEST WEBSITE LINKS TO "OTHER STORIES"



**Making Friends  
When You Have an LD**



**Eye to Eye project: Mentoring  
kids with ADHD or Learning  
Disabilities**



**August Hunt's  
Learning Disability  
Story**



**What Is Wrong With Me? An  
ADHD Story**