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## Catherine's Story

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Diverse Families Children's Literature Lesson Plan

By Adam Lind

<https://stars.library.ucf.edu/diversefamilies/1704>

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| <p>Lesson Title</p> <ul style="list-style-type: none"><li>● Include the name, author/illustrator of the book</li></ul>   | <p>Book: <i>Catherine's Story</i><br/>by Genevieve Moore.<br/>Illustrated by Karin Littlewood<br/>Stars Citation: Moore, Genevieve, "Catherine's Story" (2010). DIVERse Families. 1704.</p>  |
| <p>Content Area(s) and Grade Level(s)</p>  | <p>Social Studies, 1st Grade.</p>  |
| <p>Lesson Objective(s)</p> <ul style="list-style-type: none"><li>● Bulleted or numbered format</li><li>● Write out what you expected students to learn</li><li>● Begin objectives with <i>The Student will...</i></li></ul>  | <ol style="list-style-type: none"><li>1. The students will learn more about people with special needs and the importance of being kind and accepting towards them.</li><li>2. The students will gain ideas on how to make their school and their community more accepting and accommodating towards people with special needs.</li><li>3. The students will engage with the book 'Catherine's Story' and further develop their general reading comprehension skills through responding to questions that the teacher will ask about the text and asking questions of their own about it.</li></ol> |
| <p>Florida Standards:</p> <ul style="list-style-type: none"><li>● Bulleted or numbered format</li><li>● Write out FL Standards code and verbiage that correlate to your lesson objectives</li><li>● All standards must have aligned objectives</li></ul>                     | <ol style="list-style-type: none"><li>1. SS.1.C.2.3- Identify ways students can participate in the betterment of their school and community.</li><li>2. SS.1.C.2.4- Show respect and kindness to people and animals.</li><li>3. LAFS.1.SL.1.2- Ask and answer questions about key details in a text read- aloud or information presented orally or through other media.</li></ol>  |
| <p>Assessment:</p> <ul style="list-style-type: none"><li>● Bullet/Explain what you will ask students to do to determine if they have learned what you stated in lesson objectives (progress monitoring)</li><li>● The more authentic the assessment is, the better</li></ul> | <p>The teacher will determine how these goals have been met by observing the things the students write about in response to the assignment given to them and observing how they respond to the teacher's questions and participate in the activities.</p>  |
| <p>Motivating Activity &amp; Anticipatory Set/Access Prior Knowledge:</p> <ul style="list-style-type: none"><li>● You should include an activity to get students motivated and curious about what you'll have them learning, you</li></ul>                                   | <p>The teacher might start by asking the students if they have any special skills or talents that they are really good at. Then, the teacher will ask the</p>  |



also need to find out what they already know about the topic

students if they have anything that they're NOT really good at. The teacher then asks if they know of anyone who might have special needs, or problems with doing certain things. If any do know people with such conditions, I'll ask them to briefly tell the class about it, if they feel comfortable doing so. The teacher will explain that some people can't quite do what other people do, yet they can still do a lot of really neat things, and in the story they'll be looking at today, they'll meet someone like that.

Procedures:

- Bulleted or numbered format
- Explain step-by-step what you and the students will do during lesson to accomplish stated objectives
- If applicable, include all elements of an effective read aloud
- Include and italicize teacher questions and questions you anticipate students might have as well as your possible response(s)
- Include UDL principles and EL strategies as they occur in context

Closure:

- Explain what you will ask students to for to know they understand the "big picture" of the lesson; how will you allow students to wrap up the lesson in their own brains?

Procedures:

1. The teacher will bring the class over to the usual area for reading to them, and show them the book 'Catherine's Story.' Any EL- or ESE- students will be able to sit closer to the teacher in order to better comprehend what is being read. The teacher might perhaps ask the students before I start about if they have any guesses as to what the book is about.
2. The teacher will then read the book 'Catherine's Story' to the class. The teacher will progress on it slowly to ensure that the students keep up, and will frequently stop to ask them questions about what they have seen (i.e. "What do you think it's like to do 'tiny, little claps' like Catherine does in the story? Can you clap like that?"; "Catherine's dad said that it's more important to be a good listener than a good talker. Why do you think that is?"). The teacher will also draw attention to vocabulary words that appear in the book, such as "Special," "Boots," "Slowly," and "Listen."
3. Afterwards, the teacher will ask the students what they thought about the story, and if they had any questions about it. If so, the teacher will answer them to the best of his/ her abilities.
4. The teacher will then say that they are about to see another story about someone kind of like Catherine, with



special needs but special talents too. The teacher will then show them the video entitled *'What's Up With Nick?'* After the video, the teacher will ask the students questions about it, such as *"If you had a classmate like Nick, how would you act around him?"*

5. Then, the teacher will tell them that there are many real people in the world a lot like Catherine in the book and Nick in the video. Sometimes they can't do the same things that the rest of us can do, and sometimes they need extra help with certain things. Because of that, such people are often referred to as having "Special needs."
6. The teacher will point out that even though there are some things that they can't do as well as the rest of us can, there are other things that they can often do better than the rest of us, using the example in the story about how even though Catherine cannot speak, she can listen extremely well, as well as the way that Nick in the video has difficulty in some areas of school, but has a great knowledge of how model airplanes work. The teacher will then tie this back to the opening activity that shows we all have things that we are good at and things we aren't so good at.
7. The teacher will bring up that while people with special needs can be different from us in some ways, they can be a lot like us in other ways, and that we need to be as kind and considerate towards them as we are towards everyone else we know. As an activity, the teacher can select some students to act out how it could look putting such kindness into practice.
8. The teacher will then show the students a pair of AFO (Ankle- Foot Orthosis) boots/ braces or similar orthopedic shoes. If possible, I'll bring a



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|   | <p>pair and perhaps let students have the chance to try walking in them a little the way Frances does with Catherine's special boots in the book.</p> <p>9. The teacher will then ask them to very briefly write what they think it could be like to have a condition like what Catherine in the story has.</p> <p>10. The teacher will then ask them to write very briefly about a way in which they think we in our school can be more welcoming to kids with special needs (It could start with a prompt like "I can be kind to people with special needs by ____"). They can perhaps accompany what they write with drawn illustrations of how such things would look.</p> <p>Closure:</p> <p>The teacher will collect the papers to make into a class book and will end the lesson by reminding the students that while people with special needs may have trouble doing certain things, they can do other things unbelievably well, and are people whom we need to show kindness, respect and patience towards.</p> |
| <p>Materials:</p> <ul style="list-style-type: none"><li>● Bulleted or numbered format</li><li>● List all materials and texts needed for lesson</li><li>● Add additional resources that may be helpful</li><li>● If only using portion of a text include page numbers as well</li><li>● Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....</li></ul> | <p>Book: '<i>Catherine's Story</i>,' by Genevieve Moore and Karin Littlewood</p> <p>AFO (Ankle- Foot Orthosis) boots or similar orthopedic shoes that may be worn by children with West Syndrome or similar disabilities.</p> <p>Video: 'What's Up With Nick?'<br/><a href="https://www.youtube.com/watch?v=mtRYKjucDHk&amp;t=8s">https://www.youtube.com/watch?v=mtRYKjucDHk&amp;t=8s</a></p> <p>Pencils<br/>Paper</p>   |

Note: Assessment and closure do not necessarily have to be separate activities, but they must meet guidelines above