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Diverse Families Bookshelf Lesson Plans and  
Activities

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## El Deafo

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Diverse Families Children’s Literature Lesson Plan

Written by Rebecca Mead

STARS Database BOOK URL: <https://stars.library.ucf.edu/diversefamilies/1994/>

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|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lesson Title</b>                                                       | <b>Lesson plan title: An Introduction to <i>El Deafo</i></b><br><b>Book title: <i>El Deafo</i></b><br><b>Author &amp; Illustrator: Cece Bell</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Content Area(s) and Grade Level(s)</b>                                 | English Language Arts, Reading, Social Studies; Grade 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Lesson Objective(s)</b>                                                | <ol style="list-style-type: none"> <li>1. Students will be able to read for comprehension and understanding when given a graphic novel and be able to demonstrate the understanding of the text through discussion and an exit ticket.</li> <li>2. Students will be able to discuss their thoughts and observations on the book as well as the in-class activities providing detail and clarification when given the opportunity to discuss.</li> <li>3. Students will be able to use conventions of grammar and usage when writing an exit ticket given a writing prompt.</li> <li>4. Students will be able to use the text’s illustrations as reference points in discussion when asked about the book.</li> </ol>                                                               |
| <b>Florida Standards:</b>                                                 | <p>LAFS.3.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>LAFS.3.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>LAFS.3.SL.2.6 - Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>LAFS.3.RI.1.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LAFS.3.RL.3.7 - Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> |
| <b>Assessment:</b>                                                        | <ul style="list-style-type: none"> <li>● Students will contribute to whole group discussion comparing and contrasting <i>El Deafo</i> to other works of literature.</li> <li>● Teacher observation of partner discussion and attempts in lipreading simulation.</li> <li>● Successful Completion of exit ticket</li> <li>● Student Self Assessment on exit ticket</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Motivating Activity &amp; Anticipatory Set/Access Prior Knowledge:</b> | <p>Engagement Activity : 2 -3 minutes</p> <p>Lipreading Simulation + Discussion</p> <ol style="list-style-type: none"> <li>1. Teacher will call class to attention and ask students to pay close attention to their mouth.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |



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|             | <ol style="list-style-type: none"><li>2. Teacher will mouth silently (say the word without any voice so no sound comes out.)</li><li>3. Students will guess what teacher tried to say.</li><li>4. Teacher will explain: <i>What is lipreading?</i><ol style="list-style-type: none"><li>a. <i>Lipreading (lipreading or speechreading) is watching a person's mouth and determining what they are saying by observing the different shapes their mouth makes.</i></li></ol></li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Procedures: | <p>Explore Activity: 8-10 minutes<br/>*Students who need to may choose their partner. *<br/>Otherwise, partner by elbow partner.</p> <ul style="list-style-type: none"><li>• <b>UDL 7.1 - Optimize individual choice and autonomy</b></li><li>• <b>UDL 8.3 Foster collaboration and community</b></li><li>• <b>ESOL 2 - Promote cooperation (small groups)</b></li></ul> <p>Students who need the accommodation may sit in the hallway with their partner during this activity to reduce distraction.</p> <ul style="list-style-type: none"><li>• <b>UDL 7.3 - Minimize threats and distractions</b></li><li>• <b>ESOL 10 - Teach think, pair and share strategies in cooperative groups</b></li></ul> <ol style="list-style-type: none"><li>1. Teacher will pair students and hand each a few speech cards for them to practice their own lipreading now.<ol style="list-style-type: none"><li>a. Students will mouth the words while their partner guesses the words or phrases the partner is saying.</li><li>b. Students will track their success by tallying how many correct words they guess.</li></ol></li><li>2. Teacher will call class back together and collect speech cards<ol style="list-style-type: none"><li>a. They will discuss their thoughts and feelings about the activity<ol style="list-style-type: none"><li>i. <i>Was it difficult to understand what your partner was trying to tell you?</i></li><li>ii. <i>Why was this activity frustrating?</i></li><li>iii. <i>If you had to use lipreading as your way of understanding, how would that affect your school work or school life?</i></li><li>iv. <i>How would it affect your friendships?</i></li></ol></li></ol></li></ol> <p>Explain: 5-7 minutes</p> <ol style="list-style-type: none"><li>1. Teacher will show the book they will begin reading together, <i>El Deafo</i> by Cece Bell.<ol style="list-style-type: none"><li>a. Explain that this book is written about her personal experiences as a student with hearing disabilities.</li><li>b. Turn and talk to opposite elbow partner and then share whole group: <i>This book shows how people treated her because of her disabilities. Make a prediction about this book: What kind of challenges will Cece encounter.</i></li></ol></li></ol> |



i. **ESOL 13 - Use preview/review activities**

Elaborate: 20 minutes

1. Pass out student copies of *El Deafo*.
2. Use document camera model how to read a graphic novel.
  - a. Starting in the top left box and moving right, then down to the next row.
  - b. Readers begin with caption text (usually written in a box at the top of the frame that sets the scene) before they move on to speech bubbles or thought bubbles.
    - i. **ESOL 8 – Use direct instruction: Modeling, explaining, scaffolding, name the strategy and show how to use it.**
    - ii. **UDL 1.3 – Offer alternatives for visual information**
    - iii. **UDL 1.2 - Offer alternatives for auditory information.**
3. Discuss the format of the graphic novel: *How do you think using a graphic novel will help with reading and understanding Cece's story?*
  - a. *\*graphic novels show instead of just tell\* The illustrations can help everyone understand the action and be able to visualize things students may struggle with otherwise like what a hearing aid looks like\**
  - b. *Compare and contrast graphic novels to other novels they've read. Students will turn in talk to discuss.*
  - c. Teacher will draw a Venn diagram on the board or using document camera.
  - d. Provide a tangible copy of notes and examples to students who may need accommodations to assist with a class discussion.
    - i. **UDL 1.2 - Offer alternatives for auditory information.**
    - ii. **UDL 1.3 – Offer alternatives for visual information**
    - iii. **ESOL 8 - Use direct instruction: Modeling, explaining, scaffolding, name the strategy and show how to use it.**
4. Read Chapters 1 - 3 together using the document camera. Teacher may call on readers to assist or can do it on their own if need be.
  - a. *Stop throughout to ask how the illustrations of the graphic novel add to or clarify the story.*
5. Review what you read - *What do we know about Cece so far? How did she lose her hearing? How is Cece's life different than yours? How is it similar?*
  - a. **ESOL 13 - Use preview/review activities**



**Speech Cards**

**Copy enough for each pair to have at least 10. Cut apart and hand out.**

| Cherry                | Jerry                           |
|-----------------------|---------------------------------|
| Please pass the peas. | Give peace a chance.            |
| piece of cake         | Back to square one.             |
| a dime a dozen        | Don't cry over spilled<br>milk. |
| close but no cigar    | on top of the world             |



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|                        |                  |
|------------------------|------------------|
| My mom is on the lawn. | I love to leap.  |
| My cat likes to claw.  | Stir the coffee. |
| pear                   | bear             |
| vase                   | face             |
| cry                    | dry              |