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All My Stripes: A Story for Children with Autism

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Diverse Families Children’s Literature Lesson Plan
Written by Petra Bray

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Lesson Title	Book Title: <i>All My Stripes: A Story for Children with Autism</i> Authors: Shaina Rudolph and Danielle Royer Illustrator: Jennifer Zivoin
Content Area(s) and Grade Level(s)	Content Area: Language Arts Grade Level: Third Grade
Lesson Objective(s)	<ul style="list-style-type: none"> ● Students will demonstrate a basic understanding of autism by answering questions. ● Students will demonstrate an understanding of the text by asking and answering questions. ● Students will be able to describe the character’s traits. ● Students will describe logical connections in the text. ● Students will report on a topic, speaking clearly at an understandable pace.
Florida Standards	<ul style="list-style-type: none"> ● LAFS.3.RL.1.1 – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● LAFS.3.RL.1.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ● LAFS.3.RI.3.8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). ● LAFS.3.SL.2.4 – Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
Assessment	<ul style="list-style-type: none"> ● Class Discussion – Students will answer questions relating to the text as it’s being read aloud by the teacher. ● Partner Discussion – Students will work with a partner and discuss their similarities and what is unique about themselves. ● Art Project – Students will color and decorate the front of a print-out of a zebra. Students will write their similarities and what is unique about themselves on the back. ● Presentation – Students will take turns standing up in front of the class and sharing one similarity they have with their partner and one unique thing about themselves.
Motivating Activity & Anticipatory Set/Access Prior Knowledge	<ul style="list-style-type: none"> ● Teacher will have the students gather together and sit on the carpet. ● Teacher will ask the students to raise their hands if they know anything about autism. Teacher will give those students a chance to share any knowledge they may already have.



	<ul style="list-style-type: none">● Teacher will define and explain autism to the class.● Teacher will inform the class that they will be reading a book about autism together.● Teacher will hold up the book <i>“All My Stripes: A Story for Children with Autism”</i> by Shaina Rudolph and Danielle Royer and illustrated by Jennifer Zivoiu.● Teacher will hold up the print-out of a zebra and inform the students that they will color and decorate the front and write their similarities and what is unique about themselves on the back.
Procedures	<ul style="list-style-type: none">● Teacher will have the students gather together and sit on the carpet.● Teacher will ask the students to raise their hands if they know the answer to the following questions.● Teacher will present the students with the following questions: <i>“Have any of you heard of autism?” “Who knows what autism is?”</i>● Teacher will define autism to the class. Teacher will write on the board the following definition: <i>“Autism is a difference in the way a kid’s brain develops. Kids with autism may have trouble understanding the world around them. They may have trouble with making friends, loud noises or understanding words. Sometimes they may need extra help.”</i> Teacher will read aloud the definition that was just written on the board. ⇒ UDL 2.1 – Clarify vocabulary and symbols● Teacher will inform the class that they will be reading a book about autism together.● Teacher will hold up the book <i>“All My Stripes: A Story for Children with Autism”</i> by Shaina Rudolph and Danielle Royer and illustrated by Jennifer Zivoiu.● Reading the book, the teacher will present students with questions corresponding with that page. ⇒ ESOL #22 – Give enough wait time for second language learners to respond to questions.<ul style="list-style-type: none">○ Page 2 - <i>“What did Zane do differently?”</i>● After reading page 3, the teacher will have the students turn and talk to the student seated behind them and discuss the following questions:<ul style="list-style-type: none">○ Page 3 – <i>“How did the other students make Zane feel?”</i>, <i>“Why did Zane use a paintbrush?”</i>○ Page 3 – <i>“Why did Zane cover his ears?”</i>, <i>“How did Zane feel?”</i>



Closure

- After reading page 4, the teacher will have the students turn and talk to the student on their left and discuss the following question:
 - Page 4 – *“What does Zane have in common with the other students?”*
 - Page 5 – *“Why did Zane speak louder?”*
 - Page 6 – *“Why was Zane looking for a boat?”*
- After reading page 7, the teacher will have the students turn and talk to the student on their right and discuss the following question:
 - Page 7 – *“Why was Zane crying?”*
- After reading page 8, the teacher will call on a student that hasn’t answered a question yet and ask the following question:
 - Page 8 – *“What is special about Zane?”*
 - Page 9 – *“What does Zane do when he sees a bully?”*
- After reading page 10, the teacher will call on a student that hasn’t answered a question yet and ask the following question:
 - Page 10 – *“What’s an honesty stripe?”*
 - Page 11 – *“What is Zane’s moms’ favorite stripe?”*
 - Page 12 – *“Why did Zane feel better?”*
- After reading page 13, the teacher will have the students talk to the student seated in front of them and discuss the following question:
 - Page 13 – *“Why did Zane love all of his stripes?”*

- Upon finishing the book, the teacher will explain the art project to the students.

- Teacher will hold up the printout of a zebra and inform the students that they will color and decorate the front and write their similarities and what is unique about themselves on the back. (ex. - brown eyes, older brother, speak another language) (ex. based on knowledge gained after reading – honest, curious, smart)

- Teacher will partner the students up and have them return to their desks and sit next to each other.
 - ⇒ **UDL 8.3 – Foster collaboration and community**
 - ⇒ **ESOL #2 – Promote cooperation (small groups)**

- Teacher will hand each student their own zebra printout and a box of markers.

- Teacher will tell the students to discuss and write down their similarities and what is unique about themselves.
 - ⇒ **UDL 9.3 – Develop self-assessment and reflection**
 - ⇒ **ESOL #3 – Encourage self-talk (positive thinking)**



	<ul style="list-style-type: none">● Teacher will have the students return to their own seats and individually decorate and color their zebra.● Teacher will have each student take turns presenting their zebra art project to the class. Students will hold up their zebra printout and share why they chose to decorate it that way. Students will share with the class one similarity and one unique thing that they wrote on the zebra.● Teacher will ask students to raise their hand if they share that same similarity or unique thing the student chose to present.● Teacher will have the students return to their seats.● Teacher will discuss the following questions with the students.<ul style="list-style-type: none">○ <i>“What did you learn about autism?”</i>○ <i>“What things do you have in common with someone who has autism?”</i>○ <i>“What can someone who has autism teach you?”</i>○ <i>“What ways can you help someone who has autism?”</i>
Materials	<ul style="list-style-type: none">● Book - <i>“All My Stripes: A Story for Children with Autism”</i> by Shaina Rudolph and Danielle Royer and illustrated by Jennifer Zivoin.● Expo marker to write autism definition/explanation on board● Printout image of zebra for each student (inserted below)● https://pixabay.com/vectors/zebra-animals-cute-drawing-4210396/● Box of markers for each student



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