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Alternate reading curriculum for grade 4

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Alternate reading curriculum for grade 4

Abstract
Dubuque Community School District (DCSD) recognized the need to create alternate reading activities for the advanced readers in its elementary schools. The core reading curriculum did not provide for the students reading at least two years above grade level. These advanced readers, who have already demonstrated mastery of the content of the basal reading program, must spend their valuable time working with alternate materials created to address their needs in the regular classroom. This alternate reading curriculum, expanded from the core, contains opportunities rich in reading, writing, research, and student choice. These differentiated activities provide the environment necessary for advanced learners. Students work with intellectual peers, utilize higher level thinking processes, develop individual talents and curiosities, and present their final products to a real audience.

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Alternate Reading Curriculum
for
Grade 4

A Graduate Project
Submitted to the
Division of Education of the Gifted
Department of Curriculum and Instruction
In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Education of the Gifted
UNIVERSITY OF NORTHERN IOWA

by
Cheryl A. Werner
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This Project by Cheryl A. Werner
Titled
Alternate Reading Curriculum for Grade 4

has been approved as meeting the research requirement for the
Degree of Master of Arts in Education.

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ABSTRACT

Dubuque Community School District (DCSD) recognized the need to create alternate reading activities for the advanced readers in its elementary schools. The core reading curriculum did not provide for the students reading at least two years above grade level. These advanced readers, who have already demonstrated mastery of the content of the basal reading program, must spend their valuable time working with alternate materials created to address their needs in the regular classroom. This alternate reading curriculum, expanded from the core, contains opportunities rich in reading, writing, research, and student choice. These differentiated activities provide the environment necessary for advanced learners. Students work with intellectual peers, utilize higher level thinking processes, develop individual talents and curiosities, and present their final products to a real audience.
INTRODUCTION TO THE PROJECT

Advanced readers have needs that could not be met by the current district reading program. The Macmillan/McGraw-Hill Spotlight on Literacy reading program offered challenge activities to be used with students reading approximately one year above grade level. Classroom teachers and G/T facilitators knew these activities were not enough to challenge and extend the learning of the gifted readers in classroom settings. Students who are reading two years or more above grade level needed to have alternate activities designed for them.

So, during the 1999-2000 school year, alternate curriculum for the Dubuque Community School District’s (DCSD) sixth grade reading program was written and tested. It has been implemented this year and has proven to greatly enhance the learning opportunities for the advanced reader. Teachers at other grade levels have requested the alternate curriculum to be written for their grade level. This request was the inspiration for this project.
The district’s philosophy about writing curriculum for advanced readers was necessary for inclusion in this project. It acknowledges both the existence of, and the planning necessary for, the students for who alternate materials are critical to meet their needs at the elementary level. The following two paragraphs were taken from the alternative curriculum for sixth grade (Gibbs, Hirsch, Meehan, & Parkin-Werth, 2000):

- These materials are intended to provide challenging reading and learning experiences for those students who have already mastered the content of the Macmillan/McGraw-Hill Spotlight on Literacy reading program, or for those students whose reading, vocabulary, and language skills are advanced to such a degree that they would derive greater educational benefit from working with alternate materials. (p. 1)

- Most of these units have been designed so that students may work with minimal assistance or independently. It is greatly desirable for the classroom teacher, G/T facilitator, and/or the guidance counselor to interact with the students during portions of these units. (p. 1)

Julie Schmit, Carolyn Wiezorek, and I decided to create the alternate curriculum for the fourth grade reading program. We offered this proposal to our district G/T facilitator, Dorothy Gibbs, and our director of curriculum, John Burgart. Both wholeheartedly embraced the plan. We then discussed the proposal with Dr. Barbara O’Donnell at the ITAG Conference. She also endorsed the curriculum project with the stipulation that each one of us would create and write two units.
The three of us then met with Dorothy Gibbs (personal communication, October 23, 2000) who gave us general guidelines to follow. These guidelines were based upon recommendations by the committee who created the Sixth Grade TAG Reading Enrichment (2000) and the work by VanTassel-Baska (1994) and Tomlinson (1995):

- Be built upon a theme or topic from the core curriculum
- Have a broad, underlying concept which has complexity and significance to society
- Be rigorous and challenging
- Have a strong writing component
- Build research skills
- Have a cross-disciplinary focus
- Require a product for a public performance or presentation
- Include some use of non-print media
- Have a wide reading component
- Contain activities which foster higher level thinking skills
- Utilize technology
- Have a connection to the classroom
- Tie into DCSD Standards and Benchmarks

In addition to the above requirements, there are other expectations for these units. Over the course of the year, students should be exposed to a wide variety of
genre including fiction, non-fiction, poetry, drama, biography, myths, and legends. Each unit should be detailed in such a way that students can proceed through the unit plan with a minimum of teacher supervision. A self-evaluation component and a product portfolio for presentation to the teacher must be included. Each unit should be long enough to occupy the student productively for a period of six weeks, but be flexible enough to be shortened if necessary. Core components from the sixth grade unit needed to be included in the fourth grade curriculum: the contract, research organizer, work log, and the evaluation rubric.

Research bears out the fact that gifted students need an alternate curriculum that specifically deals with their needs. Winebrenner (2000) defined alternate activities in the following way:

Alternative learning experiences provide differentiation opportunities in terms of content, learning processes, products, learning environment, and assessment. The content is different because it moves students beyond grade-level standards. The learning processes called upon are different because they provide depth and complexity appropriate to these students’ learning abilities. Products differ in that they demonstrate the students’ learning at advanced levels, moving beyond typical research activities to the development of individual students’ talents and curiosities and the presentation of their findings to appropriate audiences. Sometimes the learning environment is also different. Even the assessment process is different because students
receive full credit for what they have already mastered and do not have to complete all the work assigned to the rest of the class. (p. 55)

Julie, Carolyn, and I then decided to peruse the fourth grade reading program and decide which units we were interested in writing. We also discussed the need to differentiate in the units. The current sixth grade alternative curriculum does not differentiate within the unit. "The curriculum for the gifted should be qualitatively different, and its content, process, product, and the learning environment should be adjusted to accommodate the special characteristics of gifted students." (Cline & Schwartz, 1999)

We then divided up the units and decided to begin work. We made plans to touch base occasionally to share progress.
METHODOLOGY

This alternate reading curriculum would tie into the unit themes from the grade level reading program. I chose Unit 3 "That's What Friends Are For" and Unit 6 "Twice-Told Tales." I also planned to differentiate the content, process, and product from the classroom experience. The content needed to be two levels or more above grade level. The activities would involve reading, research, writing, and a final product to share with general education classrooms. It would give the students the opportunity to tie into the core curriculum. They would also be given choice during the alternate activities.

The alternate curriculum the students would delve into needed to reflect a general philosophy of language arts curriculum for able learners. I referred to Van Tassel-Baska's (1994) listing:

- Address the intellectual needs of high-ability students through selecting rich and rigorous reading materials
- Foster critical and creative thinking
- Incorporate whole-language, literature-based materials that emphasize the critical connection between reading and writing
• Enhance the growth of metacognitive awareness and control

• Encourage active learning

• Heighten students' awareness and appreciation of cultural diversity

• Use collaborative learning techniques

• Foster independence

• Encourage the exploration of issues of significance, using a variety of research techniques (p. 146-148)

I also referred to the DCSD Standards and Benchmarks (2000). I decided to focus the work of Unit 3 “That's What Friends Are For” to address not only the expected DCSD Language Arts Benchmark Standards, but also the Guidance and Counseling Benchmark Standards listed below:

• Students will understand that change is a part of life.

• Students will recognize, respect, and appreciate individual differences.

• Students will respect gender, physical and mental disabilities, and religion. (p. 29)

Unit 6 “Twice-Told Tales”, with its focus on folk literature, would address the DCSD Guidance and Counseling benchmark:

• Students will develop an awareness of ethnic and cultural diversity. (p. 29)

This unit would also address the DCSD Social Studies Benchmark Standards:

• Students will observe, identify and compare similarities and differences in cultures.
• Students will tell how people in different times and places viewed the world in
different ways.

• Students will compare and contrast stories or accounts of past events, people,
places and situations and identify how they assist in an understanding of the past.

• Students will describe ways in which language, stories, music and art express and
influence the people of a particular culture. (p. 100-101)

Students would identify themselves for this alternate curriculum by pretesting
out of the reading unit tests. According to Winebrenner (1992), “Most high ability
students have already mastered the vocabulary and skills they will be expected to
‘learn’ this year. You should provide regular pretesting opportunities for all students”
(p. 84). The DCSD alternate curriculum forward (2000) defined how students would
be chosen:

To be certain that grade level objectives have been met, those students who
have been identified for the G/T program should be given the unit test. The
general rule is that those students who show 90% mastery should be allowed
to participate in alternate units. However, the classroom teacher may exercise
professional judgment in adjusting this general principle to better meet student
needs. For example, if the teacher believes that a student who has not been
previously identified for gifted programming can show mastery, then that
student would be tested. Also, the 90% mastery guideline is not a rigid rule.
If you feel that a particular student has fallen short of 90% due to the lack of a
few skills that could be quickly mastered, by all means teach those skills and
allow the student to participate in the reading alternate activity. Participation is designed to provide appropriately challenging learning activities; to meet student needs regardless of any label we might be tempted to attach to particular student. (p. 1)

Students then would complete this alternate curriculum within a cluster grouping in the general classroom or with the gifted and talented facilitator in his/her area. It is hoped that the most effective and beneficial atmosphere for students would be a spirit of collaboration in which G/T facilitators and teacher plan how to best work together to achieve the optimal educational benefits for the able readers. "The gifted student is thus encouraged to test out classroom instruction and to strike out, with the instructor's guidance, on his or her own. The instructor, then, often functions as a metacognitive coach who encourages students to take charge of what they have learned and to use their learning in independent ways" (Van Tassel-Baska, 1994, p. 148).
THE PROJECT

I dove into my first unit focusing on the theme of friendship, Unit 3 in the basal reading program. I read many books looking for the one that would be the anchor activity of the unit. I also enlisted the help of my guidance counselor, a fourth grade teacher, and my son in sixth grade. They agreed to read and evaluate the books I considered for the unit.

Some of the books we read and discussed were:

- **Freak the Mighty/The Mighty** by R. Philbrick
- **Tangerine** by E. Bloor
- **Holes** by L. Sachar
- **Petey** by B. Mikaelsen
- **The Best of Friends, Literature and Thought Series** by Perfection Learning
- **Remembering the Good Time** by R. Peck
- **Fast Sam, Cool Clyde** by W. Myers
- **Waiting for the Rain** by S. Gordon
- **Pardon Me, You're Stepping on My Eyeball** by P. Zindel
The book that emerged as the top choice was *Petey* by Brian Mikaelsen. I also had a teacher in the severe and profound program at the junior high level read the book and offer her opinion about using this book with the able readers in fourth grade. She offered her overwhelming approval. Beth Whisler (personal communication, January 15, 2001) felt it was a story that would address intellectual and physical differences and build respect for others.

Here is a summary of the story from the back cover of *Petey* (1998):

Moving to a new town is not fun for Trevor Ladd, and it only gets worse when he protects a nursing home patient from the neighborhood bullies. Walking home from school, he catches the bullies throwing snowballs at a withered old man named Petey. As he chases them off, he can’t imagine that his life is about to change.

Petey has spent his life in institutions. Born with cerebral palsy, he was misdiagnosed as an infant and grew up in mental institutions. As an adult, he is bound by his wheelchair and struggles to communicate with the people
around him. But Petey sees something in Trevor and is determined to become his friend—and Trevor soon learns that there is more to Petey than meets the eye.

Petey is a touching story of friendship, discovery, and the domination of the human spirit over physical obstacles.

Petey is not only was a story of friendship, but one that could deepen the understanding of someone with physical obstacles. The special needs teacher, Beth Whisler (personal communication, January 15, 2001), was so moved, she volunteered to have 4th grade students come to her classroom to meet students with physical and mental challenges. She said it was one thing to read about people with physical and mental challenges; it was entirely another to make a connection. Here the idea was born to add an on-site connection to students with challenges.

I decided to use the characters and plot development as springboards to eventually discuss friendship in students' own lives. I noted vocabulary and designed questions. I used Bloom's Taxonomy (Winebrenner, 1992, p. 68) as a guide in constructing the questions. Next, came the search for more information for the students with websites designed specifically for young people. Finally, choice, journaling, and discussion components were added. "When students are given choices they can present their work in whatever forms they deem appropriate, such as projects, papers, presentations, or audiovisual programs." (Cline & Schwartz, 1999, p. 20)
As fine-tuning continued to take place on Unit 3, I began my search for Unit 6 reading materials. I knew that I wanted to add content choice to this unit. I began to peruse anthologies and libraries for these books. Perfection Learning (Logan, Iowa) came to my mind as a resource for student materials. Here I found the Retold Program. It was a collection of adapted cultural tales at the sixth grade reading level. These anthologies provided information about the cultural group represented in each selection and selected vocabulary. I ordered a preview collection and started to read.

The four collections expose students to Native Americans, Asian Americans, African Americans, and Mexican Americans. Here is a summary of the Retold Program featured in the Perfection Learning Pre K-8 Curriculum Catalog 2000-1:

The Retold Myth and Folktale Collections are adapted, not abridged, for students in grades who read on or about the 6th grade level. The selections in each anthology have been chosen to align with the works most often taught in language arts classes.

Benefits are:

- The selections are adapted, not abridged, allowing a student to read the entire work.
- The respectful retellings maintain the voice and style of the original work.
- The adapted sentence and paragraph length plus the use of footnotes and prereading vocabulary words make classic literature accessible.
- Cultural myths and folktales expose readers to the oral tradition of storytelling.
• The myth and folktale collections provide information about the cultural group represented in each selection. (p. 58)

I also referred to a book called *Teaching Genre: Exploring 9 Types of Literature to Develop Lifelong Readers and Writers* (1996). I had ordered it this summer for ideas discussing how to teach genre to students in the upper elementary grades. It contained just the information I needed to extend and enrich this unit in teaching the folk literature genre. Students would be building their general knowledge base on four cultural groups. Students would then be able to choose a group of people to further explore and eventually write an original folk story representing that cultural group. Collaboration would also be a choice during the writing.
Reading Alternate Activity
Grade 4 - Unit 3

Theme: Friendships are built on cooperation, loyalty, and trust.

Central Concepts:
• People experience many levels of friendship over the span of their lifetimes.
• People need to look past physical appearances to find the "inner" person.
• People can make a difference in others' lives.

Rationale:
This unit of study differentiates content, process, learning environment, and products. Content is differentiated from the regular curriculum with this alternate activity. It is more complex, abstract, and focuses on the study of people. The book's reading level is sixth grade. The process addresses higher level thinking skills, discovery, freedom of choice, individual pacing, and variety. The learning environment is student-centered, based on independence, and features more mobility than the classroom setting. Student products address many interest areas and incorporate research, reading, and writing. The sophisticated final product illustrates both student talents and the greater understanding gained from this curriculum. It addresses real problems and will be shared with a real audience.

This unit addresses the suggested models for advanced learners:
• Above grade level academic work
• Self-selected independent work
• Group work with other able readers

Objectives:

Cognitive
• Students will read and discuss the book Petey.
• Students will reflect and journal on issues exploring the meaning of friendship and share their thoughts in discussions with peers, an adult discussion leader, and/or the guidance counselor.
• Students will research cerebral palsy, clubfeet, or the Special Olympics.
• Students will prepare a self-selected product that will highlight the information learned during this alternate activity.
• Students will prepare for and conduct an interview with a "professional resource" in the field of understanding people with mental and physical disabilities along with the treatment history from 1920 until today.
• Students will spend time in a classroom setting getting to know a person with a physical or mental disability.

Affective
• Students will realize what characteristics it takes to maintain worthwhile relationships with other people.
• Students will understand the levels of friendship and be able to transfer this learning into their daily lives.
• Students will develop a greater respect for people with special needs.
• Students will realize the impact they can make in others' lives.

Pre-assessment:
Unit 3 pretest.

Time Requirement and Process:
These lessons are designed so that students can work independently or with minimal assistance. It is, however, desirable and more beneficial if students work with the classroom teacher, G/T facilitator, and or another adult. The lessons are related to the core curriculum and each other and are designed to take approximately six weeks, the estimated time for Macmillan/McGraw-Hill Units. Lessons may be modified or omitted if necessary.

Local References for Professional Resource in the Field of Mental/Physical Disabilities:
Dubuque Community School District
• Beth Whisler, Jefferson Junior High
Keystone Area Education Agency
• Certified Occupational Therapy Assistant (COTA)
• Occupational Therapist
• Physical Therapist
READING ALTERNATE ACTIVITY
GRADE 4 - UNIT 3

THEME: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST.

IN THIS UNIT YOU WILL:

• Read the book Petey by Ben Mikaelsen.
• Explore the meaning of friendship and share your broader understanding through journaling and taking part in book discussions with your peers and an adult discussion leader.
• Broaden your horizons by researching cerebral palsy, clubfeet, or the Special Olympics. Prepare to share this learning with your classmates.
• Choose and prepare a product from a list of suggestions that will demonstrate your understanding of friendship.
• Listen to a "professional resource" in the field of understanding people with mental and physical disabilities. Hear about the treatment history of mental and physical disabilities from 1920 until today. Add this information to your research journal.
• Spend some time in a classroom getting to know a person with a physical or mental disability. Share gained insights through journaling and/or discussions with the guidance counselor.

BEFORE BEGINNING THIS UNIT, YOU MUST:
1. Complete the "Contract" and have both your teacher and your parent(s) sign it.

2. Make certain you have copies of the "Work Log" and that you complete it every day. Your teacher will tell you when and how often he/she will check your log.

3. Have available a pocket folder. Keep all unit materials and assignments together in this folder, so that your teacher can check your work periodically.
4. Read through the entire unit. Meet with your teacher and/or the person who will lead the discussion for the book Petey. Plan out three meeting dates for the discussions and clarify which chapters of the book will be read by those dates.

5. Find out how much time your teacher has allotted for you to work on this unit. Since you should have the three discussion dates set, determine how you will budget the rest of your time to complete the scheduled activities of this unit.
CONTRACT FOR READING ALTERNATE ACTIVITIES

I agree to follow the guidelines below:

1. I will stay on task at all times.
2. I will not interrupt the teacher while she/he is working with other students.
3. If I need to leave the classroom to work in another location, I will move quietly to that location and follow the directions of the adult in charge.
4. If I am working with a group, we will use "6 inch voices" or voices that cannot be heard 6 inches away.
5. If I need help when the teacher or adult in charge is busy, I will ask other students who are also working on alternate activities. If they cannot help, I will move on to another part of the activity or read my novel until help is available.
6. I will never boast about this opportunity to work on alternate activities.
7. I will keep a careful log of all the work that I do and I will share the work and the log with my teacher as directed.
8. I will keep my work and my log all together in a unit folder and make it available to my teacher upon request.
9. I will not distract other students or call attention to myself by inappropriate behavior.
10. I understand that independent, advanced work is a privilege. I know that if I violate these rules, I will lose the privilege of working on an alternate unit and will have to rejoin the class for teacher-directed instruction.

Student Signature__________________________Date__________

Teacher Signature__________________________Date__________

I have looked over the alternate unit made available for my child. I will encourage my child to develop independent learning skills by monitoring the unit work.

Parent Signature____________________________Date__________

**WORK LOG - READING ALTERNATE ACTIVITY**

(Keep this log in the folder with your work from the unit. Share your work with your teacher as directed and have them sign in the teacher check column.)

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UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

TO COMPLETE THIS UNIT, TAKE THESE STEPS:

I. NOVEL ACTIVITY: PETEY
   A. Research cerebral palsy, clubfoot, or the Special Olympics any time during this novel activity. Complete the research organizer on page 5 and include this information in your journal reflections, group discussions, and/or your final product.
   B. Prepare for the first book discussion by looking up any unknown vocabulary on page 6 and then reading pages 1-107 of Petey.
   C. Read through the discussion questions for Part 1 on pages 7-9 and reflect on them in your journal before your first discussion session with your leader.
   D. Meet to discuss pages 1-107 with the adult discussion leader.
   E. Prepare for the second book discussion by looking up any unknown vocabulary on page 10 and then reading pages 108-142 of Petey.
   F. Read through the discussion questions for Part 2 on pages 11-12 and reflect on them in your journal before your second discussion session with your leader.
   G. Meet to discuss pages 108-142 with the adult discussion leader.
   H. Prepare for the third book discussion by looking up any unknown vocabulary on page 13 and then reading pages 145-280 of Petey.
   I. Read through the discussion questions for Part 3 on pages 14-16 and reflect on them in your journal before your third discussion session with your leader.
   J. Meet to discuss pages 145-280 with the adult discussion leader.
UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

Petey Web Sites

A. You may research any of the following websites during any of your novel activities. As you explore these sites, use the "Research Organizer" to take notes.

Kids Health on Cerebral Palsy

Cerebral Palsy
A Multimedia Tutorial for Children and Parents
http://hsc.virginia.edu/cmc/tutorials/cp/cp.htm

Southern California Orthopedic Institute
Clubfoot
http://www.scoi.com/clubfoot.htm
Research Organizer

I used the following source

I learned some new things about

For instance, I learned that

I also learned that

Another fascinating thing is

One thing I would like to know more about is

UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

8. Vocabulary: Look over the list of words found on pages 1-107. Define any of the words on the list you do not know using a dictionary. Use an encyclopedia for the words marked with an asterisk*.

You will be expected to know the meanings and use them in your journal and/or book discussions.

Chapter 1
*Model T
*Packard sedan
deficiencies
grimacing
askew
diluting
misshapen
unrelenting
diagnosis
paralyzing
feeblemindedness
mayhem
rehabilitative
idiot
sensory
misshapen
spew
rehabilitative
diagnosis
misshapen
idiota
sensory
mucosa
insane asylum
retarded
commitment
c wisely

Chapter 2
spastic
imbecile
combative
mongoloids
insane asylum
convulsed

Chapter 3
scrutinized
deliberately
civic

Chapter 4
*Packard sedan
diluting
unrelenting
paralyzing
mayhem

Chapter 5
spew
deftly
retarded
clubfeet
cowered

Chapter 6
convulsed
stuporous
morosely
bedlam
invincible

Chapter 7
interrogation
deciphered
tenacity
guttural

Chapter 8
ebbed
nauseated
diligent
delirium
conjured up
intrace
fusillade

Chapter 9
deteriorate
implication

Chapter 10
burnished
hideous
grotesque
preposterous

Chapter 11
UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

C. Now that you have read Chapters 1-11 on pages 1-107, read and reflect on any of the following discussion topics. Write down some of your thoughts in your journal.

Please note you are not expected to WRITE out the answers to all of these questions. Respond to a minimum of 10 questions. Use the rest of the questions as tools to prepare for discussion.

Chapters 1-11, pages 1-107

p. 4-5 paragraph 4
"This was 1922, the age of modern medicine. Every day doctors performed miracles."
Compare medical treatment in 1922 to today.

p. 6 paragraph 1
Townspeople and neighbors called taking care of Petey a wasted effort. How did you feel when you read this?

p. 10 paragraph 1
The nurse whispered to Petey, "Life sure threw you a curve ball." Explain this in your own words.

p. 13 paragraph 3
The old doctor "raised an eyebrow in surprise. The child has a strong heartbeat. That's unusual for his kind." What do you suspect this diagnosis may mean to Petey and his future?

p. 14 paragraph 2 and p. 16 paragraph 2
The nurse and doctor decide that Petey's "lights are out". Then, a "dim light bulb drifted out of a hazy fog and for the first time came into focus." Despite no efforts from the outside world, Petey "turns on". Discuss these references to light.
p. 17 paragraph 2
Petey smiles. What do these reactions tell you about Petey and his personality?

p. 20-26 Estaban: "I want to help people."
Describe the impact Estaban had on Petey's life. Evaluate his decision to speak up for the children he cared for (page 26 paragraph 1-2).

p. 28 paragraph 2
Discuss the attendant's reference to Petey as a thing, not a human, by exclaiming, "Oh, geez! What's this?"

pp. 38-39
Critique Petey's choice of names for the mice.

p. 42-p. 43
Evaluate the budding friendship between Calvin and Petey.

p. 44 paragraph 2
"Life was wonderful" for Petey. Imagine being in his situation. How could that possibly be?

pp. 48-51
Defend Petey's actions of saving the mice.

p. 56 paragraph 9
"Today he had successfully communicated a thought." Judge this importance in Petey's life.

p. 68 paragraph 5
"After rescuing Calvin, Joe had become like a father." Discuss the missing "father" in Petey's life.

p. 78 paragraph 4-5
Judge the importance of friendship to Calvin and Petey.
p. 90 paragraph 2
"There is always tomorrow and new friends"
What is your viewpoint on this statement?

p. 93 paragraph 12
Petey is always thinking of others. Why is this an important characteristic?

pp. 97-107
Cassie is an important friend in Petey's life. Why?

D. Bring your book and journal with you to the first discussion with your adult leader.
## Discussion #____ Assessment Rubric

<table>
<thead>
<tr>
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<th>0</th>
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<td>Student made irrelevant comments during discussion and/or participated, but was easily distracted. Student interrupted while others were speaking.</td>
<td>Student made relevant comments during discussion, actively participated, and used appropriate turn-taking skills.</td>
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UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

E. Vocabulary: Look over the list of words found on pages 108-142. Define any of the words on the list you do not know using a dictionary. You will be expected to know the meanings and use them in your journal and/or book discussions.

Chapter 12
unabated
obscure
altercations

Chapter 13
pervasive
lethargic
apathy
blatant
saturate
begrudgingly

Chapter 14
blissful
permeated
metronome
silhouetting
moronic
UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

F. Now that you have read Chapters 12-14 on pages 108-142, read and reflect on the following discussion topics. Write down some of your thoughts in your journal.

Please note you are not expected to WRITE out the answers to all of these questions. Respond to a minimum of 5 questions. Use the rest of the questions as tools to prepare for discussion.

20 Years Later
Chapter 12-14 on pages 108-142

p. 113 paragraph 3-7
Owen meets Calvin and Petey. What has happened over the years to these men?

p. 115 paragraph 6
Decide the symbolism of the pendant and verse.

p. 117-118 paragraph 2
"As for Petey, his haunting and penetrating stare, his understanding and kind eyes, defied idiocy." Explain.

p. 119 paragraph 6
How has Petey been the "best friend I ever had" to Calvin?

p. 119-120 paragraph 7
"Could they be more than castoffs from society?" Explain.

p. 130 paragraph 2
Mr. Marsh is a very determined person. Why is this so important to Petey and Calvin?

p. 134-135 paragraph 5
How had Petey almost become family to Owen?
p. 135 paragraph 1
Discuss Owen’s description of Petey.

p. 137-p. 139
Calvin and Petey are separated without warning. Debate both the positive and negative effects of this move.

p. 139 paragraph 4
50 years earlier on the same spot. Compare and contrast these events in Petey’s life.

p. 142 paragraphs 1-2
“Why was it that every time he loved something, it left?” Explain.

G. Bring your book and journal with you to your second discussion with your adult leader.
**Discussion #___ Assessment Rubric**

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</table>

UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

H. Vocabulary: Look over the list of words found on pages 145-280. Define any of the words on the list you do not know using a dictionary. Use an encyclopedia for the words marked with an asterisk*.

You will be expected to know the meanings and use them in your journal and/or book discussions.

Chapter 15
sentry
skeptically
appendage

Chapter 16
defiant
contraption

Chapter 17
sauntered

Chapter 18
barrage
meticulous

Chapter 19
vibes
giddy

Chapter 20
atrophied
phantom

Chapter 21
*Special Olympics
nasal
advocate

Chapter 22
fantasized
tedium

Chapter 23
riveted
gibberish

Chapter 24
convoy
hunkered
froth

Chapter 25
monumental
intrusion
cynicism
fidgeting
lapsed
throes

Chapter 26
melancholy

Chapter 27
reproach
UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

I. Now that you have read Chapters 15-27 on pages 145-280, read and reflect on the following discussion topics. Write down some of your thoughts in your journal.

Please note you are not expected to WRITE out the answers to all of these questions. Respond to a minimum of 12 questions. Use the rest of the questions as tools to prepare for discussion.

Part Two
Chapters 15-27 on pages 145-280

p. 149 paragraph 3
Discuss Trevor’s relationship with his parents.

p. 154 paragraph 2-6
"He's a very special person." Compare Sissy's viewpoint of Petey's situation with yours.

p. 158 paragraph 8
Compare and contrast Trevor and Petey.

p. 161 paragraph 3
Discuss "fair" in the lives of Trevor and Petey.

p. 168 paragraph 1-2
Trevor and Petey both experienced name-calling. Discuss.

p. 175 paragraph 9
"If I don't care about you, I'm like the bullies." Give your viewpoint about Trevor's statement.

p. 182 paragraph 1
Discuss what is missing in Trevor's life. How does Petey fill that?
"Dad says beauty is only skin deep, but ugliness goes all the way to the bone!" Explain and defend your position.

The wheelchair brought new friends and new beginnings for both Petey and Trevor. Explain.

Discuss Trevor's feelings of jealousy when Owen was reunited with Petey.

Many times Petey has been called "an idiot". Now, Trevor says, "There's not an inch of you that is dumb." Defend Trevor's position.

"How did I ever get to like you so much?" Explain how this happened to Trevor.

"Petey's good for everybody." Why is this a true statement?

Discuss why Trevor quit being embarrassed around Petey.

Explain the admiration Trevor had for Calvin.

Give your viewpoint on Calvin and Petey as rocks or jewels. Defend your position.

Judge the relocation decisions and how they were handled.
p. 263 paragraph 5
What feelings did Trevor see in his classmates' eyes? What changed Trevor's feelings?

p. 267-268
Evaluate the doctor's dilemma about operating on Petey. Include both pros and cons. Note the factors that changed the doctor's mind.

p. 274 paragraph 9
"He's my best friend." Explain how Trevor came to feel that way.

p. 277 paragraph 7
Explain how Petey taught Trevor to have fun and appreciate life.

p. 279 paragraph 5
Discuss how "Grandfather Petey" made a difference in Trevor's life.

p. 280 paragraph 2
"Caring is everybody's business". Connect this statement to your life, today, tomorrow, and in the future.

J. Bring your book and journal with you to the third discussion with your adult leader.
## Discussion #____ Assessment Rubric

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UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

II. STUDENT CHOICE LIST: PETEY

First, meet with your teacher to develop your own time-line for completion of this project. Please take note of the value of the projects listed below (A project with 2 asterisks will take more time and effort to prepare.) and consider the estimated length of time you may need with the time allowed for the rest of this alternate activity. You may complete more than one project if you have both the time and desire to do so.

Next, choose a project from the list below or design one of your own. (Please get your idea approved by your teacher before you begin.) Prepare and share it with your classmates. This final product will demonstrate what you have learned about friendship.

You may work individually, in pairs, or in small groups.

a. **Create a timeline illustrating milestones in Petey's life. Remember to include signs of Petey's mental development and the many friends he encountered in his lifetime. You may design it using drawings, words, and or the computer program called Inspiration Software.

b. Who exemplified "friend" in this book? Include their important characteristics and the difference this friend made in another's life.

c. Trevor learned something from Petey. (See page 159, paragraph 5) Compare and contrast how both of you have grown in understanding people with physical and mental disabilities.

d. Create a want ad or poster for a "friend like Petey". Convince your readers not to judge a person by "their cover".

e. Prepare a commercial or book talk to convince your classmates to read the book Petey by Ben Mikaelsen. Address the benefits of reading this book along with the theme of "Friendships are built on cooperation, loyalty, and trust."
f. **Plan, prepare, and present a talk show incorporating ideas about the following concepts:
   • People experience many levels of friendship over the span of their lifetimes.
   • People need to look past physical appearances to find the "inner" person.
   • People can make a difference in others' lives.
General Standards and Criteria for Project Evaluation

*Apply those standards that fit the specific project. Some standards might not be used.*

<table>
<thead>
<tr>
<th>Areas of Assessment</th>
<th>Standards</th>
<th>Criteria</th>
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<tbody>
<tr>
<td><strong>Research and Preparation</strong></td>
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<tr>
<td>· Resources</td>
<td></td>
<td></td>
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<tr>
<td>· Evidence</td>
<td></td>
<td></td>
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<tr>
<td>· Deadlines</td>
<td></td>
<td></td>
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<tr>
<td>· Use of Time</td>
<td></td>
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</tr>
<tr>
<td>· used a variety of challenging, reliable, and appropriate resources</td>
<td>High</td>
<td>used several reliable, appropriate resources made effort to use evidence and examples met deadlines used preparation time well</td>
</tr>
<tr>
<td>· used appropriate evidence and examples</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>· met all deadlines</td>
<td>Adequate</td>
<td>used minimum number of resources for basic information used some evidence and examples needed encouragement to meet deadlines spent minimal time on preparation</td>
</tr>
<tr>
<td>· used any extra time to extend research</td>
<td>Needs Work</td>
<td>used few resources used little evidence and few examples didn’t meet all deadlines spent little time on preparation</td>
</tr>
<tr>
<td><strong>Content</strong></td>
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<tr>
<td>· Purpose</td>
<td></td>
<td></td>
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<tr>
<td>· Organization</td>
<td></td>
<td></td>
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<tr>
<td>· Audience Appeal</td>
<td></td>
<td></td>
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<tr>
<td>· Information</td>
<td></td>
<td></td>
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<tr>
<td>· Sources</td>
<td></td>
<td></td>
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<tr>
<td>· creatively fulfilled purpose</td>
<td>High</td>
<td>completely fulfilled purpose used easy-to-follow order kept audience’s attention covered topic with appropriate information credited sources</td>
</tr>
<tr>
<td>· used logical, easy-to-follow order</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>· created and maintained high audience interest</td>
<td>Adequate</td>
<td>fulfilled purpose used order that was confusing at times lost audience’s attention at times covered the basics credited sources</td>
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<tr>
<td>· covered topic with outstanding information</td>
<td>Needs Work</td>
<td>did not fulfill purpose used hard-to-follow order created little audience interest omitted important information provided incomplete credits</td>
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<tr>
<td>· credited sources</td>
<td></td>
<td></td>
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<tr>
<td><strong>Visual Elements</strong></td>
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<tr>
<td>· Audience Appeal</td>
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<tr>
<td>· Purpose</td>
<td></td>
<td></td>
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<tr>
<td>· Effectiveness</td>
<td></td>
<td></td>
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<tr>
<td>· Effort</td>
<td></td>
<td></td>
</tr>
<tr>
<td>· were highly interesting, easy to see and understand</td>
<td>High</td>
<td>were interesting, easy to see and understand supported purpose communicated main ideas showed effort</td>
</tr>
<tr>
<td>· supported purpose</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>· communicated main ideas clearly</td>
<td>Adequate</td>
<td>were somewhat interesting were related to purpose generally supported main ideas showed fair effort</td>
</tr>
<tr>
<td>· showed outstanding effort</td>
<td>Needs Work</td>
<td>were messy, disorganized, hard to understand were unrelated to purpose didn’t support main ideas showed little effort</td>
</tr>
<tr>
<td><strong>Written Elements</strong></td>
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<td>· Accuracy</td>
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<td>· Revision</td>
<td></td>
<td></td>
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<tr>
<td>· Details</td>
<td></td>
<td></td>
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<tr>
<td>· had few errors</td>
<td>High</td>
<td>had few errors were proofread and revised supported main ideas</td>
</tr>
<tr>
<td>· were thoroughly proofread and revised</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>· supported main ideas with rich details</td>
<td>Adequate</td>
<td>had several errors needed more proofreading and revision weakly supported main ideas</td>
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<tr>
<td>· Oral Presentation</td>
<td></td>
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<tr>
<td>· Delivery</td>
<td></td>
<td></td>
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<tr>
<td>· Props</td>
<td></td>
<td></td>
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<tr>
<td>· Eye Contact</td>
<td></td>
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<tr>
<td>· spoke audibly and expressively</td>
<td>High</td>
<td>spoke audibly and expressively used gestures and props maintained good eye contact</td>
</tr>
<tr>
<td>· used engaging gestures and props</td>
<td>Very Good</td>
<td></td>
</tr>
<tr>
<td>· maintained excellent eye contact</td>
<td>Adequate</td>
<td>could develop more expression used few or awkward gestures and props attempted to maintain eye contact</td>
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<tr>
<td>· Oral Presentation</td>
<td></td>
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<tr>
<td>· Delivery</td>
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<tr>
<td>· Props</td>
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<tr>
<td>· Eye Contact</td>
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UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

III. Discussion about Friendship
Prepare your thoughts and plan to meet with an adult discussion leader and/or the guidance counselor to discuss these questions:
• What is a friend?
• What would you do for a friend?
• What are the levels of friendship?
• What is the value of friendship?
• What have you learned about being a friend to people with special needs?
• When have you felt like Trevor? Why?
• Who has been "a Petey" in your life? Describe this person.
• What advice would you give to someone struggling with friendship?
UNIT 3: FRIENDSHIPS ARE BUILT ON COOPERATION, LOYALTY, AND TRUST

IV. Optional Activities

A. Listen to a “professional resource” in the field of understanding people with mental and physical disabilities. Hear about the treatment history of mental and physical disabilities from 1920 until today. Add this information to your research journal.

B. Spend some time in a classroom getting to know a person with a physical or mental disability. Share gained insights through journaling and/or discussions with your guidance counselor.

C. Continue to read more stories about friendship. Here are some suggestions. Discuss the book you choose with a partner, small group, or your teacher.

- Crash by J. Spinelli
- Crazy Lady by J. Conly
- Freak the Mighty by R. Philbrick
- Holes by L. Sachar
- Tangerine by E. Bloor
- The Summer My Father Was Ten by P. Brisson
Reading Alternate Activities Evaluation  
Unit __

Directions: Teacher and student should complete this evaluation separately. Circle all that apply to the completed project with 1 being low and 5 being high.

<table>
<thead>
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<th>Quality Project</th>
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<th>Student</th>
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<td>1. Completed all components</td>
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<td>1 2 3 4 5</td>
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<td>2. Focused on task during independent time</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. Fulfilled policies of contract for alternate working conditions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Produced quality work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Probed for detail in responses</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Presented to class or other audience</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>7. Demonstrated depth of thinking</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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<tr>
<td>8. Demonstrated logical thinking skills</td>
<td>1 2 3 4 5</td>
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<tr>
<td>9. Demonstrated creative thinking skills</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
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</table>

What did you get out of this project opportunity? Any specific benefits? Explain your answer.

What can you do now that you couldn’t do before?

What do you know now that you didn’t know before?

Student Signature ___________________________ Date ____________

Teacher Signature ___________________________ Date ____________

References


Retrieved January 27, 2001, from the World Wide Web:
http://hsc.virginia.edu/cmc/tutorials/cp/cp.htm


Unit Appendix
Cerebral Palsy

Have you ever heard a family member talk about your first step or the first word you spoke? For kids with cerebral palsy, also called CP for short, taking a first step or saying a first word is not as easy. That’s because CP is a condition that can affect the things that kids do every day. Some kids with CP use wheelchairs and others walk with the help of crutches or braces. In some cases, a kid’s speech may be affected or he might not be able to speak at all. To learn more about CP, what causes it, and what living with CP is like, keep reading.

What Is Cerebral Palsy?

Cerebral palsy (say: seh-ree-brel pawl-zee) is a condition that affects thousands of babies and children each year. It is not contagious, which means you can’t catch it from anyone who has it.

The word cerebral means having to do with the brain. The word palsy means a weakness or problem in the way a person moves or how he positions his body. A kid with CP might have trouble controlling the muscles in his body. Normally, the brain tells the rest of the body exactly what to do and when to do it. But because CP affects the brain, depending on what part of the brain is affected, a kid might not be able to walk, talk, eat, or play the same way most kids do.

There are three types of cerebral palsy: spastic (say: spass-tick), athetoid (say: ath-uh-toid), and ataxic (say: ay-tak-sick). The most common type of CP is spastic. A kid with spastic CP can’t relax his muscles or his muscles may be stiff. Athetoid CP affects a kid's ability to control his muscles. This means that the arms or legs that are affected by athetoid CP may flutter and move suddenly. A kid with ataxic CP has problems with balance and coordination.

A kid with CP can have a mild case or a more severe case - it really depends on how much of the body is affected. If both arms and both legs are affected, a kid might need to use a wheelchair. If only the legs are affected, a kid might have to wear braces or walk with crutches. If the part of the brain that controls speech is affected, a kid with CP might have trouble talking. Another kid with CP might not be able to speak at all.

Why Do Kids Get Cerebral Palsy?

No one knows for sure what causes cerebral palsy. For some babies, injuries to the brain can happen during or soon after birth and this sometimes causes CP. Small, premature babies (babies who are born many weeks before they have been inside their mothers for 9 months) or babies who need to be on a ventilator (a machine to help with breathing) for several weeks or more are most at risk for developing CP. But for most children, the problem in the brain occurs before the baby is born, and we don’t know why.

What Do Doctors Do?

Doctors who specialize in treating kids with certain types of diseases and conditions are
usually involved in diagnosing a kid with cerebral palsy. These specialists could include a pediatric neurologist (say: new-rah-leh-jist), a doctor who deals with problems of the nervous system and brain in kids. There may also be a pediatric orthopedist (say: or-tho-pee-dist), a doctor who deals with problems with bones or joints, or a developmental pediatrician, a doctor who looks at how a kid is growing or developing and where he should be compared to other kids his age.

There is no actual test to figure out if a kid has cerebral palsy. Doctors may order X-rays and blood tests to rule out other diseases of the brain and nervous system, but they must wait to see how a kid develops in order to be sure. A case of cerebral palsy can usually be diagnosed by the age of 18 months. Some kids with CP won't be able to sit up on their own by the age of 6 to 7 months or walk by 10 to 14 months, the way that most kids without CP can do. If a child has not done these things by a certain age, it can be an indication that he might have CP or another problem that is making him develop more slowly. Doctors also look closely at problems with muscle tone, movement, and reflexes.

**How Is Cerebral Palsy Treated?**

Cerebral palsy does not get worse over time because the problem with the brain will not get any worse as a kid gets older. For example, a kid who has CP that affects only his legs will not develop CP in his arms or problems with his speech later on. The effect of CP on the arms or legs can get worse, however, and some kids can develop dislocated hips (when the bones that meet at the hips move out of their normal position) or scoliosis (curvature of the spine). That is why therapy is so important for a kid with CP. Kids with CP usually have physical, occupational, or speech therapy to help them develop skills like walking, sitting, swallowing, and using their hands. There are also medications used to treat the seizures that may accompany CP. Some medications can help relax the muscles in kids with spastic CP. And some kids with CP may have special surgeries to keep their arms or legs straighter and more flexible.

**Living With Cerebral Palsy**

What is a typical day like for someone without CP? Your mom or dad may wake you up for school. You make your bed. You eat breakfast, then head to the bus stop or walk to school. In most cases, these things are not impossible for a kid with CP, it's just that they must do them a little differently. Cerebral palsy usually doesn't stop kids from going to school, making friends, and doing things they enjoy. With the help of devices such as computers that can speak for them or wheelchairs that help them get around, some kids with CP can do many of the same things that a kid without CP can do. Kids with cerebral palsy are just like other kids, but with some greater challenges that make it harder to do everyday things. More than anything else, they want to fit in and be well liked. If you know someone or meet someone with CP, be patient. If you can't understand what a person with CP is saying, or if it takes him longer to do things, give him extra time to speak or move. Being understanding is what being a good friend is all about, and a kid with CP will always appreciate it.
Cerebral Palsy
A multimedia tutorial for children and parents

The words Cerebral Palsy are used to describe a medical condition that affects control of the muscles. Cerebral means anything in the head and palsy refers to anything wrong with control of the muscles or joints in the body. If someone has cerebral palsy it means that because of an injury to their brain (that's the cerebral part) they are not able to use some of the muscles in their body in the normal way (that's the palsy part). Children who have cerebral palsy, or CP, may not be able to walk, talk, eat or play in the same ways as most other kids.

It is important to know that CP is not a disease or illness. It isn't contagious and it doesn't get worse, but it is not something you "grow out of." Children who have CP will have it all their lives.

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Send comments to Witz@Virginia.edu

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Cerebral palsy is caused by an injury to the brain before, during, or shortly after birth. In many cases, no one knows for sure what caused the brain injury or what may have been done to prevent the injury.

Sometimes injuries to a baby's brain happen while the baby is still in the mother's womb (before birth). The injury might be caused by an infection or by an accident in which the mother is hurt. If a mother has a medical problem such as high blood pressure or diabetes, this can also cause problems in the baby. There may be problems during birth such as the baby not getting enough oxygen, or a difficult delivery in which the baby's brain is injured. Problems after birth may happen when a baby is born too soon (premature delivery) and his body is not ready to live outside his mother's womb. Even babies born at the right time can have infections, or bleeding in their brain which causes a brain injury because the brain is still developing even after birth.

The most important thing to remember is that you do not "catch" CP from another person, and you do not develop CP later in life. It is caused by an injury to the brain near the time of birth.
Children with CP have damage to the area of their brain that controls muscle tone. Depending on where their brain injury is and how big it is, their muscle tone may be too tight, too loose, or a combination of too tight and loose. Muscle tone is what lets us keep our bodies in a certain position, like sitting with our heads up to look at the teacher in class. Changes in muscle tone let us move.

Try this:
Bend your arm to move your hand up to touch your nose. To do that, you must shorten, or increase the tone in the muscle in the front of the upper part of your arm (biceps muscle) while you lengthen, or decrease the tone in the back of the upper part of your arm (triceps muscle). To move your arm smoothly without jerks and without hitting yourself in the nose, the tone in muscles used to make that movement must change in a way that is just right---an even change to tighten one while loosening the other. Children with CP are not able to change their muscle tone in a smooth and even way, so their movements may be jerky or wobbly.

Spastic Cerebral Palsy
If muscle tone is too high or too tight, the term spastic is used to describe the type of cerebral palsy. Children with spastic CP have stiff and jerky movements because their muscles are too tight. They often have a hard time moving from one position to another or letting go of something in their hand. This is the most common type of CP. About half of all people with CP have spastic CP.

Ataxic Cerebral Palsy
Low muscle tone and poor coordination of movements is described as ataxic (a-tax-ick) CP. Kids with ataxic CP look very unsteady and shaky. They have a lot of shakiness, like a tremor you might have seen in a very old person, especially when they are trying to do something like write or turn a page or cut with scissors. They also often have very poor balance and may be very unsteady when they walk. Because of the shaky movements and problems coordinating their muscles, kids with ataxic CP may take longer to finish writing.
or art projects.

**Athetoid Cerebral Palsy**
The term athetoid is used to describe the type of cerebral palsy when muscle tone is mixed—sometimes too high and sometimes too low. Children with athetoid CP have trouble holding themselves in an upright, steady position for sitting or walking, and often show lots of movements of their face, arms and upper body that they don't mean to make (random, involuntary movements). These movements are usually big. For some kids with athetoid CP, it takes a lot of work and concentration to get their hand to a certain spot (like to scratch their nose or reach for a cup). Because of their mixed tone and trouble keeping a position, they may not be able to hold onto things (like a toothbrush or fork or pencil). About one-fourth of all people with CP have athetoid CP.

**Mixed Cerebral Palsy**
When muscle tone is too low in some muscles and too high in other muscles, the type of cerebral palsy is called mixed. About one-fourth of all people with CP have mixed CP.

Besides different kinds of muscle tone, kids with CP also show different parts of their bodies that are affected by the CP. This is also due to what part of their brain was hurt and how big the injury was.

**Quadriplegia**
When a child shows CP in all four of their limbs—both arms and both legs, it is called quadriplegia. Quad means four. Usually kids with quadriplegia have trouble moving all the parts of their bodies, their face and trunk as well as their arms and legs, and may need a wheelchair to get around. Because of the problems controlling the muscles in their face and upper body, they also have trouble talking and eating.

**Hemiplegia**
Hemiplegia means that the CP affect one side of the child's body. Hemi means half, so the right arm and leg or the left arm and leg are affected. The other side of the child's body works just fine. Many kids with hemiplegia are able to walk and run, although they may look a little awkward or have a limp.

**Diplegia**
Some children have CP just in their legs or much more severe in their legs than in their arms. This is called diplegia. Di means two, so in diplegia only the two lower limbs are affected. As you probably can guess, the difficulty for children with diplegia is using
their legs, so walking and running may be hard for them. Because their upper bodies are usually not affected they have good ability to hold themselves upright and good use of their arms and hands. You may wonder whether anyone ever has CP in their arms but not their legs. This happens sometimes, but it is very, very rare.
In addition to problems controlling their muscle movement, children with CP may have some other problems too. Most of these are caused by the same brain injury that caused the CP.

Talking and Eating

Just as CP can affect the way a person moves their arms and legs, it can also affect the way they move their mouth, face and head. This can make it hard for the person to talk clearly and to bite, chew and swallow food. If you meet a girl with CP you may notice that her speech is hard to understand or that she seems to work very hard just to get out a few words. This is because she is not able to make her lips, jaw and tongue move as quickly as you can. She may also have trouble controlling her breath flow to make her voice work. All of these parts of your body are very important in talking.

Try this: Make a "g" sound (say "guh"). To do that, you must pull your tongue back and touch the back of your tongue to the back part of the roof of your mouth (your palate). Then, you must breathe out a little but not let the breath through until you are ready to make the sound. When you say "guh," you let your tongue drop while letting the breath out and turning on your voice. Whew! That's a lot of stuff to do just to make one sound. Just think of all the movements you must put together to say a whole word, or a sentence. Now imagine what it would be like to make sounds and words if you had trouble controlling your tongue, lips and breathing!

The speech problem most children with CP have is called dysarthria (dis-are-three-a). That means it is hard for them to control and coordinate the muscles needed to talk. Their speech may sound very slow and slurred and their faces may look a little funny when they are trying to talk. Some kids' voices may sound different too. If too much air comes through your nose when you talk you sound hypernasal (hyper means too much), like Erkel from the old TV show "Family Matters". If not enough air comes through your nose you sound hyponasal (hypo means not enough), like when you have a bad cold and can't breathe through your nose. If you meet someone with CP who has speech problems, try hard to listen carefully when they are talking, and don't be afraid to tell them when you can't understand something they've said. Most people would rather say it again or find a different way to communicate (maybe writing or pointing) than have you pretend you understood them when you did not.
Many of the same muscles involved in talking are also used when you eat. Some kids with CP might not be able to bite and chew foods like a hotdog or a peanut butter sandwich. They may also have trouble sucking through a straw or licking an ice cream cone.

Learning Problems

About one-fourth to one-half of children with CP also have some type of learning problem. It may be a learning disability so that they have trouble with one or two subjects in school but learn other things pretty well, or may be a more severe learning problem like mental retardation in which they learn everything at a slower rate. There are many different levels of mental retardation so that people with mild mental retardation may learn to read and write and do math, but people with more severe mental retardation probably will not. This does not mean that children with severe mental retardation can't learn. It means that they learn at a slower pace than most other kids, and that they will need some special learning help in school.

Seizures

About half of all children with CP have seizures. This means that they have times when there is some abnormal activity in their brains that interrupts what they are doing. Often, the abnormal brain activity happens in the same place as the brain injury which caused the CP. Your brain is constantly sending messages out to your body - to breathe, to move, to keep your heart pumping. A seizure is a series of abnormal messages being sent out very close together. These abnormal messages may cause someone to stare and stop moving during a seizure, or may cause them to lose control of their body and fall down. Some people show shaking movements all over when they are having a seizure. Seizures usually last a few seconds to a few minutes, and in most cases are not dangerous. Many children take special medicine to help prevent seizures or reduce the number of seizures they have.

You may already know that seizures also occur in many people who do not have CP.
Because of the muscle problems kids with CP have, you may see them using some special things to help them get around or do their work at school.

**Wheelchairs**

Wheelchairs let kids who cannot walk, or have a lot of trouble walking, move from one place to another. Many kids with CP can use their arms to roll the wheels of their wheelchair themselves, and can move around school or the playground without much trouble. You may also see a motorized wheelchair. This is a chair that has a motor attached to it that pushes the wheels around. Usually a motorized wheelchair has a handle or joystick (like on video games) that lets the person in the chair start, stop, and steer it.

Click here to see a short Quicktime movie of someone using a motorized wheelchair (235K).

**Walkers**

Some children with CP can walk, but have poor balance and fall a lot. They use a walker to help them balance and get around without a wheelchair. A walker is a light metal frame with four legs that the person moves in front of them as they walk. You might also see a walker with wheels on it, and sometimes kids put a bike basket on their walker to hold their stuff.
Adapted Silverware and Pencils
Special handles or grips can be very helpful to someone who has difficulty holding on to small things. Grips or handles are often used on spoons and forks or on pencils and pens to make them easier for the person with CP to hold and use.

Communication Aids
When a child's speech is very hard to understand, it is easier for them to use a communication aid to talk with others. A communication aid might be a book or poster with pictures that show things the person might want, or an alphabet board that the person can use to spell out their message. There are also computers that are used as communication aids that actually talk for the person! Children with CP often are not able to use their hands well enough to use a computer keyboard or a mouse so they use a switch to operate their computer to talk. You might see kids pushing a switch with their hand, foot, head or chin - whichever is the fastest and easiest for them.

Helmets
You know what a helmet is - just like you wear when you ride your bike, but you may be surprised to see somebody wearing one in school. They are wearing it to protect their head in case they fall while walking (remember, balance may be a problem) or have a seizure and fall to the ground.
Children with CP often go to different kinds of therapy to help them improve their motor skills for things like walking, talking and using their hands. Some kids get therapy at school and some kids go to a special clinic to see their therapists. Therapists are special teachers who are trained to work with people on learning better or easier ways to do things. Just like a coach who helps you learn and practice new skills to make you a better soccer or basketball player, therapists "coach" people to help them learn and practice new skills.

Physical Therapy
Physical therapists help children learn better ways to move and balance. They may help children with CP learn to walk, use their wheelchair, stand by themselves, or go up and down stairs safely. Kids may also work on fun skills in physical therapy like running, kicking and throwing a ball, or learning to ride a bike. Physical therapy is usually called "PT" for short.

Speech and Language Therapy
Speech therapists work with children on communication skills. Communication skills may mean talking, using sign language, or using a communication aid. Children who are able to talk may work with a speech therapist on making their speech clearer (easier to understand) or on building their language skills by learning new words, learning to speak in sentences, or improving their listening skills. Children who are not able to talk because of their difficulty controlling the muscles needed for speech may learn sign language or use some kind of communication aid. A communication aid might be a book or poster with pictures that show things the person might want, or an alphabet board that the person can use to spell out their message. There are also computers that are used as communication aids that actually talk for the person!

Occupational Therapy
Occupational therapists usually work with children on better ways to use their arms, hands, and upper body. They may teach children better or easier ways to write, draw, cut with scissors, brush their teeth, dress and feed themselves, or control their wheelchair. Occupational therapists also help children find the right special equipment to make some everyday jobs a little easier.

Recreational Therapy
Recreational therapists help kids with CP have fun! They work with children on sports skills or other leisure activities. In recreational
therapy kids may work on dance, swimming or horseback riding. They may also work on art or horticulture (growing and taking care of plants) or almost any other hobby they are interested in.
My name is Kelly and I am eighteen years old. I graduated from high school in June and will begin college in the fall. Last year I studied very difficult subjects, including physics, Advanced Placement English, and two foreign languages. I have taken class trips to Mexico and Costa Rica, and have spent three weeks living with a family in France. I also have cerebral palsy (CP).

CP is a disability which interferes with my walking, speech, and motor control. Doctors told my parents that I had CP when I was fifteen months old and said that I might never walk or talk and that I could be mentally retarded. They were wrong. I soon began having therapy many times each week to help me learn to speak and to move more easily. Although I walk differently and sometimes it is hard to understand what I’m saying, I can now do almost everything that other people can do. I have always been the only disabled student in my school and I have many friends. I like to listen to music, play on the computer, read books, and watch basketball. I can't wait to get to college because I will always be with my friends and my parents won't be there to tell me what to do. Also, I can study to be a teacher or counselor so that when I grow up I can help other disabled people and their families.

One of the hardest things about having a disability is that some people tease me or treat me inappropriately simply because I walk and talk differently. They believe that because I have trouble moving I am stupid and I don't have feelings. As I grow older, I understand that people stare, point, and laugh mostly because they are confused and often afraid of those who are different. Thus, I believe that one of my personal goals should be to teach them that my difference is not a tragedy, but instead can enrich and give meaning to my life. While I obviously have a disability, I also have an incredibly supportive family, lots of people who care about me, and many opportunities for happiness and success. In this respect, I am a truly fortunate human being.
Birth deformities of the foot fall into two categories: positional deformities, and malformations.

Positional deformities are "packaging defects" of the foot. Malformations are "manufacturing defects" in which the parts are incorrectly formed. A true clubfoot is a malformation. The bones, joints, muscles, and blood vessels of the limb are abnormal. The medical term for this is "talipes equinovarus"—relating the shape of the foot to a horse's hoof. Don't ask why!

Clubfoot can be recognized in the infant by examination. The foot is inturned, stiff and cannot be brought to a normal position. Children with the condition should be referred to an orthopedic surgeon for complete evaluation and treatment of the deformity.

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This rear view of the clubfoot shows the heel retracted towards the leg (equinus). Note the medial (inner) crease and curved lateral (outer) border of the foot. This foot cannot be brought to plantigrade position, meaning flat on the floor.

The usual treatment of clubfoot is a series of corrective casts applied early in life to stretch the foot into as corrected a position as possible. Frequently surgery is also needed to release the stiff and misaligned joints of the foot to make it "plantigrade" or flat to the floor. The result of such treatment is usually good with a adequate foot for normal footwear, sports, and cosmesis. Sometimes later in life or late childhood, there can be pain in the foot necessitating special shoe modifications such as arch supports, or even additional corrective surgery.

A true clubfoot is usually stiff and will lack normal motion, be smaller than a normal foot, and the muscularity of the calf will be noticeably smaller. Sports, exercise, and corrective surgery can be used to strengthen and realign the foot, but there is always a distinct difference between the normal side and the clubfoot.
Guttenberg woman determined to be independent

Cerebral palsy: A used wheelchair helps her fulfill her life’s dream

By MARY NEVANS-PEDERSON
TH staff writer

GUTTENBERG, Iowa — Sharon Krapfl’s smile is radiant, her happiness contagious. For the first time in her life, she has some independence.

Krapfl, 62, has never walked. She was born with cerebral palsy to a large Clayton County family. Her brothers carried her or pulled her in a big red wagon until she was 10. That year, her grandfather bought her a wheelchair.

Over the next five decades, she wore out countless wheelchairs, scooting backward by pushing off with her feet. Her hands did not work to propel the wheels. She lived with family members until 13 years ago when she moved to the Guttenberg Care Center.

Then one cold November day, Krapfl was listening to the radio and heard about an electric wheelchair for sale. Because it was used, it only cost $2,500 or about half the cost of a new one. She had dreamed of owning a self-powered wheelchair for years but had never been able to afford one.

But some spirits are not easily stifled. Krapfl decided to try to buy that wheelchair. She asked Hefel to track down the details, gathered together the money her family had sent her for Christmas and sold her typewriter. She came up with $400, nowhere near the full cost of the unit.

Hefel had some good news though. After explaining Krapfl’s situation to the seller, she found out his grandmother was in the same care center as Krapfl and was a distant relative of Hefel’s husband. He agreed to reduce the price of the wheelchair to $1,500, accept the $400 as down payment and wait for the rest, no matter how long it took.

The chair was delivered on Dec. 23, making it a “Christmas miracle,” said Hefel. Krapfl said it worked. “We’ve adopted her and just consider Sharon one of our sisters now,” Hefel said

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A Conversation With The Turnbulls

During the recent MRDD conference in Baltimore, Tom E. C. Smith, MRDD Executive Director had an opportunity to have an interesting conversation with Ann and Rud Turnbull about the field of special education. Here are some questions he asked Ann and Rud Turnbull and their responses:

**Tom's Question:** What have been the most influential actions affecting the education of students with disabilities in this country?

**Ann and Rud Turnbull's Response:**

There have been many different things that have had a profound impact on how we educate students with disabilities in our schools. Let's break it down into various periods of time.

**Early influences (before the 1970s)**

Several things occurred prior to the passage of PL 94-142 in the mid-1970s that set the stage for later actions. One of the first things was the formation of the President's Committee on Mental Retardation by President John F. Kennedy in 1961. As a result of his having a sister with mental retardation, President Kennedy was very interested in the topic and in developing programs to provide assistance to individuals with mental retardation. The President's Committee gave high visibility to the field of disabilities at the national level for the first time.

During this time several well-known persons made it publicly known that a person in their family had a disability. This included Rose Kennedy and Roy Rogers and Dale Evans. When celebrities started going public on having individuals with disabilities in their families, it made it easier for other people to accept disabilities as a part of life.

**1970s**

The 1970s was a great time for individuals with disabilities. This was when disability rights were first recognized through the courts and legislation. Several very important court cases during the 1970s helped establish disability rights. These included the PARC case, Mills case, Wyatt v. Stickney, and the Willowbrook case in New York.

**1980s**

The 1980s were not nearly as active with regards to getting legislation passed. However, during this decade the rights of individuals with disabilities were affirmed through the court.

(Continued On Page 7)
system. Madeline Will, who was in charge of OSEP during the Reagan administration, initiated the regular education initiative (REI), which was really the forerunner for what we now call inclusion. Supported employment, transition planning, and early intervention took hold as essential elements of special education programming.

1990s

During the 1990s the rights of individuals with disabilities were reaffirmed in many court decisions, and through the passage of the ADA and the re-authorization of IDEA. Several senators, namely Senator Harkin and Senator Chafee were strong advocates for funding and protections for individuals with disabilities. The passage of the ADA in 1990 can be considered one of the major civil rights actions by any US Congress, and strongly underlined the civil rights of all Americans with disabilities. The role of medicaid funds in providing supports for persons with disabilities was also greatly expanded during this period.

Throughout the past 30 years, court cases have been significant in helping individuals with disabilities secure their rights in schools, employment, and communities. Tatro, Garrett, Oberti, Holland, and Rowley are only a few of the important cases to have a major impact on special education services.

Tom’s Question: Where do you see the field of special education and services for individuals with disabilities going in the next decade?

Ann and Rud Turnbull’s Response:

Obviously technology and science will play key roles in where we go in special education in the future. Brain research, the human genome project, expanding use of technology, and finding out more and more about the biological bases of disabilities will have profound impacts on the field. Accountability, at all levels, will also play a role in services. Having funding follow individuals rather than individuals follow funding will greatly assist individuals with disabilities and their families find appropriate services that they choose rather than services chosen for them.
Theme: Folk literature keeps alive the wisdom and humor of a people from one generation to another.

Central Concepts:
- Folk literature is a genre that includes stories that were handed down through the generations by word of mouth.
- Telling stories aloud was a way of preserving them through the years.
- Folk literature represents a people's culture and heritage.
- Most folktales state or hint at approved ways of behaving. These stories were a way of teaching values to children and reinforcing them for adults.

Rationale:
This unit of study differentiates content, process, learning environment, and products. Content is differentiated from the regular curriculum with this alternate activity. It is more complex, abstract, and focuses on the study of people. The books' reading levels are sixth grade. The process addresses higher level thinking skills, discovery, freedom of choice, individual pacing, and variety. The learning environment is student-centered, based on independence, and features more mobility than the classroom setting. Student products address many interest areas and incorporate research, reading, and writing. The sophisticated final product illustrates both student talents and the greater understanding gained from this curriculum. It is made more relevant by sharing it with a real audience.

This unit addresses the suggested models for advanced learners:
- Above grade level academic work
- Self-selected independent work
- Group work with other able readers

Objectives:
Cognitive:
• Students will explore and identify five types of folk literature.
• Students will locate folk literature books in their libraries.
• Students read selections from collections of folk literature representing four groups of people.
• Students will experience diverse oral and written traditions and beliefs.
• Students will compare and contrast four self-selected folk stories.
• Students will judge two of the selections according to the elements of folk literature.
• Students will share new insights learned about one of the cultures through a project.
• Students will write a folktale either independently or with a partner.
• Students will select a method of publishing their original folktale, prepare it, and share it with an audience.

Affective:
• Students will better understand the history and cultures of specific groups of people.
• Students will develop a greater respect for African, Asian, Mexican and Native American people.
• Students will realize the impact culture has on literature.

Pre-assessment
Unit 6 pretest.

Time Requirement and Process:
These lessons are designed so that students can work independently or with minimal assistance. It is, however, desirable and more beneficial if students work with the classroom teacher, G/T facilitator, and/or another adult. The lessons are related to the core curriculum and each other and are designed to take approximately six weeks, the estimated time for Macmillan/McGraw-Hill Units. Lessons may be modified or omitted if necessary.
READING ALTERNATE ACTIVITY
GRADE 4 - UNIT 6

THEME: FOLK LITERATURE KEEPS ALIVE THE WISDOM AND HUMOR OF A PEOPLE FROM ONE GENERATION TO ANOTHER.

IN THIS UNIT YOU WILL:

• Read about and better understand the folk literature genre using the accompanying information sheets.
• Explore and identify examples of the five types of folk literature.
• Spend time in the school library locating separate books or anthologies of folk literature.
• Read selections from the collections accompanying this unit:
  - *Retold African American Folktales* by D. Haynes
  - *Retold Asian Myths* by F. Lagbao
  - *Retold Mexican American Folktales* by E. Cervantes and A. Cervantes
  - *Retold Native American Myths* by R. Gish
• Choose one story from each of the four collections to study closely. Then complete a response guide comparing and contrasting these four folk stories.
• Judge two of the folk stories according to the elements of folk literature.
• Share new insights learned about one of the cultures through a project of your choice.
• Write a folktale either independently or with a partner following the characteristics of the chosen format, including some elements identifiable to a specific culture.
• Select a method of publishing the original folktale and then decide both format and audience for sharing.
BEFORE BEGINNING THIS UNIT, YOU MUST:

1. Complete the "Contract" and have both your teacher and your parent(s) sign it.

2. Make certain you have copies of the "Work Log" and that you complete it every day. Your teacher will tell you when and how often he/she will check your log.

3. Have available a pocket folder. Keep all unit materials and assignments together in this folder, so that your teacher can check your work periodically.

4. Read through the entire unit. Meet with your teacher and/or the person who will monitor your learning.

5. Find out how much time your teacher has allotted for you to work on this unit. Determine how you will budget your time to complete the scheduled activities of this unit.
CONTRACT FOR READING ALTERNATE ACTIVITIES

I agree to follow the guidelines below:

1. I will stay on task at all times.
2. I will not interrupt the teacher while she/he is working with other students.
3. If I need to leave the classroom to work in another location, I will move quietly to that location and follow the directions of the adult in charge.
4. If I am working with a group, we will use “6 inch voices” or voices that cannot be heard 6 inches away.
5. If I need help when the teacher or adult in charge is busy, I will ask other students who are also working on alternate activities. If they cannot help, I will move on to another part of the activity or read my novel until help is available.
6. I will never boast about this opportunity to work on alternate activities.
7. I will keep a careful log of all the work that I do and I will share the work and the log with my teacher as directed.
8. I will keep my work and my log all together in a unit folder and make it available to my teacher upon request.
9. I will not distract other students or call attention to myself by inappropriate behavior.
10. I understand that independent, advanced work is a privilege. I know that if I violate these rules, I will lose the privilege of working on an alternate unit and will have to rejoin the class for teacher-directed instruction.

Student Signature_________________________ Date____________

Teacher Signature_________________________ Date____________

I have looked over the alternate unit made available for my child. I will encourage my child to develop independent learning skills by monitoring the unit work.

Parent Signature_________________________ Date____________

WORK LOG - READING ALTERNATE ACTIVITY

(Keep this log in the folder with your work from the unit. Share your work with your teacher as directed and have them sign in the teacher check column.

<table>
<thead>
<tr>
<th>Name</th>
<th>Unit</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Total Time</th>
<th>Activity</th>
<th>Work Completed Today</th>
<th>Teacher Check</th>
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THEME: FOLK LITERATURE KEEPS ALIVE THE WISDOM AND HUMOR OF A PEOPLE FROM ONE GENERATION TO ANOTHER.

TO COMPLETE THIS UNIT, TAKE THESE STEPS:

I. Identifying and Exploring the Folk Literature Genre
   A. Study the following information sheets about folk literature on pages 4-5.
   B. Use the information on page 5 to complete the outline on page 6. You will record story types, characteristics, and examples of folk literature.
   C. Locate folk literature stories and/or anthologies in your school library using the search guide on page 7.
   D. Record titles of interest you find in the library on the grid on page 8.
THEME: FOLK LITERATURE KEEPS ALIVE THE WISDOM AND HUMOR OF A PEOPLE FROM ONE GENERATION TO ANOTHER.

A. Folk Literature

Folk literature is made up of recorded legends, fairy tales, pourquoi (why-it-happened) tales, fables (moral stories), and trickster tales.

As a genre, folk literature has the following characteristics:

1. Usually does not have a single, identifiable author
2. Originates in oral tellings, and thus may appear in different versions in print
3. Features stock characters who are either "all bad" or "all good"
4. Has fantastic or unrealistic elements in it
5. Usually has an easily discernible lesson or moral
6. Is set in a vague historical past "long ago"

Folk stories are stories handed down generation after generation by word of mouth by the "folk" who were ordinary people. Most folk stories are so old that nobody knows who first told them.

THEME: FOLK LITERATURE KEEPS ALIVE THE WISDOM AND HUMOR OF A PEOPLE FROM ONE GENERATION TO ANOTHER.

❖ Fables are very short tales and usually end with a moral that suggests a wise way of behaving, such as "Don't count your chickens until they are hatched" or "Slow and steady wins the race." Most fables star animals that act like humans. Examples of fables include "The Fox and the Grapes" and "The Tortoise and the Hare."

❖ Fairy Tales are usually set in a vague time, "a long time ago." They feature make-believe people who have strange tasks or challenges to meet. These characters are usually helped by magical, mysterious beings. Examples of fairy tales include "The Frog Prince" and "Cinderella."

❖ Legends are usually set in a recognizable place and time. They feature a human heroine or hero who performs super-human deeds. This heroic character is often based on a real, historical figure whose prowess has been exaggerated through time and retellings. Examples of legends include "Mulan" and "Paul Bunyan."

❖ Pourquoi Stories are imaginative tales that tell why or how something in nature came to be that way. The characters are usually animals. Examples of pourquoi stories include "Why Rabbit has a Short Tail" and "How Birds Got their Colors."

❖ Trickster Tales star an animal like Fox, Coyote, Crow, or Anansi the Spider who delights in deceiving other animals. The trickster usually wins, not only because of its cleverness, but also because of some character flaw of its victim, such as vanity or pride. Examples of trickster tales include "How Coyote Fooled Snake" and "Bre'r Rabbit, Bre'r Fox, and the Briar Bush."

B. Complete the outline below to record characteristics and examples of the five types of folk literature from page 5:

- **Fables**
  - Examples
  - Examples

- **Fairy Tales**
  - Examples
  - Examples

- **Legends**
  - Examples
  - Examples

- **Pourquoi Stories**
  - Examples
  - Examples

- **Trickster Tales**
  - Examples
  - Examples
C. Once a story is written down, it has become literature. Search your school library to find the following:

- Examples of each of the different kinds of folk literature from your outline on page 6.

- Examples of folktales from different cultures

- Different versions of the same story

- Names of two writers or editors who have collected or retold folk stories
D. Record folk literature titles of interest you find in the library on the grid below.

<table>
<thead>
<tr>
<th>Title</th>
<th>Call number</th>
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<tbody>
<tr>
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THEME: FOLK LITERATURE KEEPS ALIVE THE WISDOM AND HUMOR OF A PEOPLE FROM ONE GENERATION TO ANOTHER.

II. Reading and Responding to the Folk Literature Genre

E. Read selections from the collections accompanying this unit:

- Retold African American Folktales
- Retold Asian Myths
- Retold Mexican American Folktales
- Retold Native American Myths

F. Choose one story from each of the four collections listed above to study closely. Complete a response guide on pages 10-11 comparing and contrasting these four folk stories.

G. Judge two of the folk stories according to the elements of folk literature. Use the characteristics from the web on page 4 and complete pages 12-13. You may collaborate with a partner and share your thoughts with another pair of readers.

H. Share new insights learned about one of the cultures through a project of your choice. Pick an idea from the list below or discuss your idea with the teacher before beginning your representation.

- Design and create a diorama
- Make a collage
- Write an essay
- Construct a mobile
- Complete your own idea
<table>
<thead>
<tr>
<th>Folk Literature</th>
<th>Title 1</th>
<th>Title 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare/Contrast Grid</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Describe the main characters.</td>
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<tr>
<td>2. What is the main problem the characters have to solve?</td>
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<tr>
<td>3. What lessons do the characters learn?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What is unusual and fantastic about this story?</td>
<td></td>
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<tr>
<td>5. What did you learn about this group of people?</td>
<td></td>
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</tr>
<tr>
<td>Folk Literature</td>
<td>Title 3</td>
<td>Title 4</td>
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<td></td>
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</tbody>
</table>
## General Standards and Criteria for Project Evaluation

Apply those standards that fit the specific project. Some standards might not be used.

<table>
<thead>
<tr>
<th>Standards</th>
<th>Areas of Assessment</th>
<th>High</th>
<th>Very Good</th>
<th>Adequate</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research and Preparation</strong></td>
<td>Resources</td>
<td>□ used a variety of challenging, reliable, and appropriate resources</td>
<td>□ used several reliable, appropriate resources</td>
<td>□ used minimum number of resources for basic information</td>
<td>□ used few resources</td>
</tr>
<tr>
<td></td>
<td>Evidence</td>
<td>□ used appropriate evidence and examples</td>
<td>□ made effort to use evidence and examples</td>
<td>□ used some evidence and examples</td>
<td>□ used little evidence and few examples</td>
</tr>
<tr>
<td></td>
<td>Deadlines</td>
<td>□ met all deadlines</td>
<td>□ met deadlines</td>
<td>□ needed encouragement to meet deadlines</td>
<td>□ didn’t meet all deadlines</td>
</tr>
<tr>
<td></td>
<td>Use of Time</td>
<td>□ used any extra time to extend research</td>
<td>□ used preparation time well</td>
<td>□ spent minimal time on preparation</td>
<td>□ spent little time on preparation</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Content</strong></td>
<td>Purpose</td>
<td>□ creatively fulfilled purpose</td>
<td>□ completely fulfilled purpose</td>
<td>□ fulfilled purpose</td>
<td>□ did not fulfill purpose</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td>□ used logical, easy-to-follow order</td>
<td>□ used easy-to-follow order</td>
<td>□ used order that was confusing at times</td>
<td>□ used hard-to-follow order</td>
</tr>
<tr>
<td></td>
<td>Audience Appeal</td>
<td>□ created and maintained high audience interest</td>
<td>□ kept audience’s attention</td>
<td>□ lost audience’s attention at times</td>
<td>□ created little audience interest</td>
</tr>
<tr>
<td></td>
<td>Information</td>
<td>□ covered topic with outstanding information</td>
<td>□ covered topic with appropriate information</td>
<td>□ covered the basics</td>
<td>□ omitted important information</td>
</tr>
<tr>
<td></td>
<td>Sources</td>
<td>□ credited sources</td>
<td>□ credited sources</td>
<td>□ credited sources</td>
<td>□ provided incomplete credits</td>
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<tr>
<td><strong>Visual Elements</strong></td>
<td>Audience Appeal</td>
<td>□ were highly interesting, easy to see and understand</td>
<td>□ were interesting, easy to see and understand</td>
<td>□ were somewhat interesting</td>
<td>□ were messy, disorganized, hard to understand</td>
</tr>
<tr>
<td></td>
<td>Purpose</td>
<td>□ supported purpose</td>
<td>□ supported purpose</td>
<td>□ were related to purpose</td>
<td>□ were unrelated to purpose</td>
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<tr>
<td></td>
<td>Effectiveness</td>
<td>□ communicated main ideas clearly</td>
<td>□ communicated main ideas</td>
<td>□ generally supported main ideas</td>
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<td></td>
<td>Effort</td>
<td>□ showed outstanding effort</td>
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<tr>
<td><strong>Written Elements</strong></td>
<td>Accuracy</td>
<td>□ had few errors</td>
<td>□ had few errors</td>
<td>□ had several errors</td>
<td>□ had many errors</td>
</tr>
<tr>
<td></td>
<td>Revision</td>
<td>□ were thoroughly proofread and revised</td>
<td>□ were proofread and revised</td>
<td>□ needed more proofreading and revision</td>
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<tr>
<td></td>
<td>Details</td>
<td>□ supported main ideas with rich details</td>
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<td>□ weakly supported main ideas</td>
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<tr>
<td><strong>Oral Presentation</strong></td>
<td>Delivery</td>
<td>□ spoke audibly and expressively</td>
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<td>Props</td>
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<td>Eye Contact</td>
<td>□ maintained excellent eye contact</td>
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THEME: FOLK LITERATURE KEEPS ALIVE THE WISDOM AND HUMOR OF A PEOPLE FROM ONE GENERATION TO ANOTHER.

III. Synthesizing and Applying the Folk Literature Genre

A. Write a folktale either independently or with a partner following the characteristics of your chosen format. Refer to the outline you completed on page 6. Include elements identifiable to a specific culture.
THEME: FOLK LITERATURE KEEPS ALIVE THE WISDOM AND HUMOR OF A PEOPLE FROM ONE GENERATION TO ANOTHER.

Strategies to help you get started writing your original folktale:

➢ If you’re writing a fable or pourquoi story, decide ahead of time what your story will teach or explain.

➢ If you’re writing a fairy tale, decide ahead of time who the “good” and “bad” characters will be, what task the good character must perform, and what magic will help him or her perform it.

➢ If you’re writing a trickster tale, decide ahead of time which animal will be the trickster, which animal will be the victim of the trick, and what the victim will learn through his or her encounter with the trickster.

➢ If you’re writing a legend, decide what real-life person you’ll use as a main character, and what unusual strengths or super powers this hero or heroine will have.

Complete the story map on the next page, if you wish, to help you get started.
THEME: FOLK LITERATURE KEEPS ALIVE THE WISDOM AND
HUMOR OF A PEOPLE FROM ONE GENERATION TO ANOTHER.

B. Select a method of publishing your original folktale.

1) Illustrate and bind your folktale into a book.
2) Stage a dramatization of your original tale.
3) Tape your tale as a radio play.
4) Draw picture panels with dialogue balloons to create a comic tale.
5) Write a song about your folk story.
6) Complete your own idea for publishing.

C. Share your folktale with an audience.
General Standards and Criteria for Project Evaluation

Apply those standards that fit the specific project. Some standards might not be used.

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Reading Alternate Activities Evaluation
Unit __

Directions: Teacher and student should complete this evaluation separately. Circle all that apply to the completed project with 1 being low and 5 being high.

<table>
<thead>
<tr>
<th>Quality Project</th>
<th>Teacher</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Completed all components</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Focused on task during independent time</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. Fulfilled policies of contract for alternate working conditions</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. Produced quality work</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. Probed for detail in responses</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. Presented to class or other audience</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>7. Demonstrated depth of thinking</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>8. Demonstrated logical thinking skills</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>9. Demonstrated creative thinking skills</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

What did you get out of this project opportunity? Any specific benefits? Explain your answer.

What can you do now that you couldn't do before?

What do you know now that you didn't know before?

Student Signature __________________________ Date ____________

Teacher Signature __________________________ Date ____________

References


CONCLUSIONS AND RECOMMENDATIONS

Van Tassel-Baska (1994) offers an excellent way of ascertaining curriculum effectiveness. She suggests pilot testing segments of it and then responding to a series of questions. The answers to such questions should lead one to revise, modify, or delete the piloted segments from future curriculum:

1. What should be deleted from the unit?
2. What should be added to the unit?
3. What should be changed about the unit?
4. Were the learning experiences appropriately challenging to gifted students?
5. Did gifted students find the unit of high interest?
6. What evidence exists that gifted students gain proficiency at a higher level in a new area?
7. Were the instructional strategies that were employed to teach the unit effective?
8. Were the materials used in teaching the unit appropriate?
9. What are the strengths of the unit?
10. What are weaknesses of the unit?
I have just finished using the Unit 3 alternate activity with a group of able readers in fourth grade. We field-tested the unit and made adjustments as we progressed through the material. I also added an alternate book list on friendship as an optional activity for students who completed the work before the others.

Our trip to the classroom with students labeled severe and profound at the junior high level was quite successful. I would like to share insights taken from the students’ journaling entries: Robert wrote, “We learned that ___ is the only one with Cerebral Palsy. He is just like Petey, always happy, even though life was hard on him. This is important because people need to know about people with special needs, especially 4th graders.” Jenna shared, “I think that this experience was good because now we know what it is like and we know not to make fun of them because they look different or are in wheelchairs. It is not their fault.” Adam concluded his entry with these thoughts, “I learned that shape doesn’t matter. It is who is behind that counts. People should respect them for who they are, not for what they look like. My mom says that shape and size do not matter. It is the heart. So, be nice to all people you meet with disabilities. Think of Petey.”

From these journal entries, students demonstrated meeting two of the affective objectives from Unit 3:

- Students will develop a greater respect for people with special needs
- Students will realize the impact they can make in others' lives

Students enjoyed reading, discussing, and analyzing the book *Petey*. The time spent in the severe and profound classroom helped them experience what it might be like to be physically and mentally challenged. Jenna wrote in her journal, “I think it was a good experience because we got to see what it would feel like and what they are capable of doing.” Adam stated, “I liked this unit because I got to see what it was like to be around people with disabilities.” I will be recommending that this unit will be included in the alternate curriculum in reading for fourth grade students across the district next year.

At the present time, I am field testing Unit 6. I will be recommending the continuance of this alternative curriculum writing for the remainder of the elementary grade levels. Advanced readers are in every grade across the district. We must team to bring this kind of alternate curriculum to every student who is in need of this type of instruction. I also will recommend that the next curriculum units be developed according to the main concept strategy rather than simply gathering activities to extend the basal program. “Curriculum development is an ongoing process that involves the several stages of planning, needs assessment, determining the scope of work, adapting or writing curriculum, field testing, implementation, and evaluation.” (Van Tassel-Baska, 1994, p. 50)
Both of the units I have written for advanced readers in fourth grade match their characteristics, curriculum expectations, and needs. These materials are also challenging and offer choice. Differentiation of content, process, learning environment, and products has been designed into each unit. Students are involved in above grade level work, grouped with intellectual peers, and allowed more independence within the classroom setting. These alternate activities are expanded from the core curriculum and meet benchmark standards for students in grades 3-5.

Next fall, I plan to present an in-service to both G/T facilitators and fourth grade teachers in the district about this new alternate curriculum. It is important to share ideas and strategies in meeting the needs of the able readers in our classrooms.
REFERENCES


