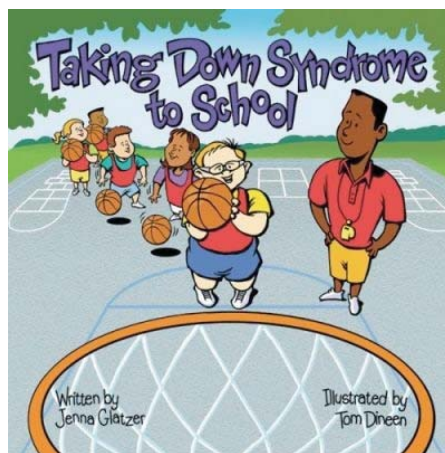


LESSON PLAN: TAKING DOWN SYNDROME TO SCHOOL

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Objectives:

- Students will be able to appreciate and understand why we should not label people or bully someone who is different from us.
- Students will gain a better understanding of people with Down syndrome.

New York State Learning Standards:

Pre-Kindergarten: 1-7, 10, 11

Kindergarten: 1-7, 10, 11

First Grade: 1-7, 9, 11

Second Grade: 1-7, 11

Materials:

Taking Down Syndrome to School, chart paper, construction paper or tagboard, pencils, crayons, tape, attached graphic organizers, Museum of disABILITY History website:

<http://museumofdisability.org/>.

Vocabulary:

Down syndrome

speech therapist

different

Head Start

operation

special education

Before Reading:

- Read *Taking Down Syndrome to School* and review the following section(s) located on the Museum of disABILITY History website: <http://museumofdisability.org/>.

- Consult the National Down Syndrome Society website: <http://www.ndss.org/>.
- Read the “Ten Tips for Teachers” section at the back of the book.

The following may be appropriate for grades 3 and up:

- Using the Museum website, create a pre-lesson plan that aims to teach children about person-first language, the self-advocacy movement, the deinstitutionalization and mainstreaming of people with disabilities, the Individuals with Disabilities Education Act, and the Americans with Disabilities Act of 1990.

Discussion Questions:

Ask students the following questions so they can reflect and think critically about the story:

Pages 1-2:

What do we find out about Nick at the beginning of the story?

Pages 3-4:

Where does Nick attend school? What does he like about it?

Pages 5-6:

Why did Nick start school when he was just a baby? How old were you when you started school? Why does Nick work “super hard” on his reading?

Pages 7-8:

What are some other things that are hard for Nick to do? How does Nick’s speech therapist help him speak more clearly? What should you do if you are talking to Nick and can’t understand him?

Pages 9-10:

Are all kids with Down syndrome the same? What are some differences between Nick and other kids with Down syndrome? What health problem did Nick have?

Pages 11-12:

How does Nick describe his physical appearance? What does he say he does a lot?

Pages 13-14:

What does Nick tell us about Down syndrome? What is the same about Nick and you?

Pages 15-16:

What does Nick think about playing sports? Why is it important for Nick to exercise? Do you find any sports difficult? What sort of activities do you engage in for exercise?

Pages 17-18:

What is a special education class? Although he enjoys his class, what is something that Nick wishes he could do?

Pages 19-20:

What is Nick's secret? How does Nick feel when people call him names? How would you feel if someone called you names? What does Nick recommend that you say to people who are name-calling?

Pages 21-22:

What is Nick's advice for what to do when you see someone with Down syndrome?

Pages 23-24:

Use the "Down Syndrome Kids' Quiz" at the back of the book to facilitate further class discussion.

- Write the questions from the quiz on the chalkboard or chart paper. Assign students to small groups. Give each group two questions to answer. Ask them to discuss their answers to the questions and record them on a piece of paper. When students are done, ask them to share and discuss their answers. Read the answers to the questions from the book and discuss if the responses are the same or different.
 - Younger students can perform this activity with the teacher in a whole group setting.
- Discuss question #9 and #11 with the class. Talk about ways they could help someone who is being teased or bullied. Record students' responses on the chalkboard.

Guided Practice:

- Discuss with students how all stories have a beginning, middle, and an end.
 - Practice how to retell a story using key details. Assign students to small groups. Give each group one of the following: approximately seven pages from the beginning of *Taking Down Syndrome to School*, seven pages from the middle, or seven pages from the end of the book.
- Ask them to retell their part of the story by including one or two summary sentences and a picture for each of their pages. Have each group (starting with beginning group, then the middle group, and followed by the ending group) hang up their summaries on a wall so the retelling pages are in the correct order.
- Each group can share their summaries and discuss the important details of the story.

- For younger students, the summary can be done as a group with the guidance of the teacher and broken into separate activities for the beginning, middle, and end of the story in a simple format.
- See attached “Beginning, Middle and End graphic organizers” that can be used for varying levels of student skills and abilities.

Closure:

To summarize the important parts of the book, have students fill in a graphic organizer (or enlarge it on a chart and complete as a group) that includes details about the main character and events in the story. (See attached graphic organizers).

Bibliography:

Glatzer, Jenna. *Taking Down Syndrome to School*. JayJo Books, 2002.