

Section 2

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Chapters: 9-12

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Section Summary:

Aven meets Connor for the first time. Connor explains that he has Tourette's and what it's like living with his disability. Both Aven and Connor bond over mutual challenges of making friends. Aven discusses her capabilities. They break into a storage shed and discover a box. The theme of tarantulas emerges, and they find a blue stone necklace. Aven and Connor pull a prank at the park during a performance that ends up scaring some of the younger audience members. Aven meets Zion. She gets to know him and eats lunch with him.

Teacher Considerations:

Section 2 includes 4 chapters that vary in length from 7 to 15 pages.

Things to consider as we plan for successful student engagement with the resource:

1. Chapter 12 is short (only 7 pages)
2. We get introduced to Connor & Zion, two important characters.
3. Tourette's, tics are discussed throughout this section (pg. 49)
4. Limb Difference is discussed throughout this section (pg. 50)
5. Tarantulas
6. Visible and Invisible differences
7. Neurodivergencies
8. Chapter 12 uses phrase 'fat kid' (pg. 92)
9. Defining people by how they look (ex. Aven has no arms=not capable, Zion is larger/fat=not worthy of friends).

Learning Intentions:

Grade 6/7:

- I can question self and others about how their personal public identity can have both positive and negative consequences. **(Careers)**
- I can describe and assess strategies for responding to discrimination, stereotypes, and bullying. **(PHE)**
- I can explore and share multiple perspectives to share my thinking. **(ELA)**

Grade 8:

- I can recognize & explore diverse perspectives on how work contributes to our community and society. **(Careers)**
- I can explore stories & other texts to help us understand ourselves & make connections to others and to the world. **(ELA)**
- I can think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. **(ELA)**

ENGAGE

(Learning that activates or hooks student engagement and targets instruction about context.)

ELL Consideration:

Scan the *Section Summary* for content that requires context. Look up images that can provide visual cues that will benefit all learners. Project these images as you read.

Possible suggestions for visual context building:

Place: Library

Content: Tarantula, Blog, Prank

Talking Circle Prompts:

- What does lonely mean? (How would you describe 'lonely' to someone who doesn't know what it means?)
- What is a fact about you name? (Could be a nickname, last name, middle name, spelling –anything!) 52

REPRESENTATION

(Learning that checks-in on student understanding(s) and builds comprehension and knowledge.)

Before students can apply what, they have learned, take time to check if they've learned it. This guide has compiled Vocabulary and Comprehension Strategies to support building and checking student understandings. These strategies were selected to be universal (used across subject area) and to be chunked and/or broken down into pieces.

These strategies are meant to build student skills and encourage overall literacy.

Below is a selection of suggested Vocabulary – at the end of this guide are additional vocabulary supports organized by section.

pg. 50 tic	pg. 77 begrudgingly
pg. 50 involuntary	pg. 88 sheepishly
pg. 59 blasé	pg. 90 forlorn
pg. 67 somber	pg. 90 cowering

Watch Youtube clip: *Born Without Arms: Inspirational Mother and Son Live Life to The Full*
<https://www.youtube.com/watch?v=rqB5XyqZoNc>

****TEACHER NOTE:** This video does discuss termination of pregnancy when they learn of Timmy's physical disability.



Have a discussion with your class (students can also do this in partners) after watching the clips above and connect back to the text:

- Why do you think Aven is so comfortable with her disability?
- Why do you think Conner is uncomfortable with his disability?

Additional videos that show how persons without arms adapt to the world made for people without arms.
Jessica Cox -- **Using a bathroom without Arms: (6 minutes)**

<https://www.youtube.com/watch?v=0Axm-CumZtE>



Jessica Cox -- **Toe Food Tuesday 8 Eggs Benedict (16 minutes)**

<https://youtu.be/CZpPS5Vj9MM>



ACTION & EXPRESSION

(Learning that supports student application of understanding and knowledge.)

One Pager- Quote Collection:

Pause at the end of Section 2 and identify key moment(s) in the novel and pull quote(s) to add to your ongoing bank of quotes. Make note of the page number and if relevant – who is speaking.

Character Comparison: Compare Aven and Connor

In this section Aven meets Connor and we get to learn a little more about him. Compare these two characters. What are some differences and similarities you see between these two characters?

Suggested Book tasting for students to connect to:

- **Stargirl* by Jerry Spinelli – mentioned on pg. 75



The Story of My Name

Aven meets Zion for the first time in Chapter 12 (pg. 91). Zion explains to Aven how he got his name. Names make up an important part of who we are. Think of the prompting questions below. Have a conversation with your family about the questions you don't know the answer to. Finally, take what you already know and what you learned to write a story of your name to share with your class.

Prompting Questions:

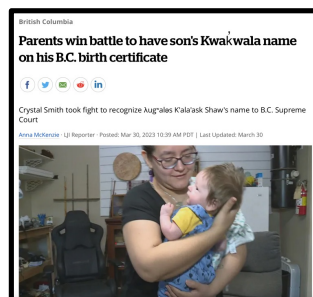
- What is your full name? Does it have unique spelling?
- How is your name pronounced?
- Who chose your name for you? Were you named after someone?
- Does your name have a special meaning? What is the meaning?
- Where does your name originate from?
- Do you have nicknames?
- How do you feel about your name?
- Are there any other special facts you want to share about your name?

Use the planning page to help students compile their thoughts and interview their parents before writing the story of their name. Use the "Story of My Name" document for the good copy of student writing, as well as space for student a name line art activity.

Grade 8 Extension Text:

Names make up an important part of who we are. Use this local article discussing a current event around the right to include traditional Indigenous names on B.C. Birth Certificate. Have students use a comprehension strategy to engage with the text.

<https://www.cbc.ca/news/canada/british-columbia/indigenous-names-birth-certificate-1.6796151>



Name: _____

Character Comparison:

Aven & Connor

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Differences:

Aven:

Connor:



Similarities:

Name: _____

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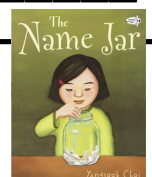
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Great Mentor Text: "The Name Jar" by Yansook Choi
Additional Activity: Name Line Art



The Story of My Name

