

Section 3

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Section Summary:

Aven invites Connor over for dinner and Connor is conflicted. There is more mystery on Cavanaugh's murder, and they vow to re-investigate and solve it. Connor goes to Aven's house to have dinner and meets Aven's parents. Connor was feeling worried about how he eats (because he spits food) but Aven's family made him feel comfortable and accepted him. Aven's parents told Connor about her adoption story and how she got the nickname "Sheebs". Aven introduces Connor to Zion and now they become a group of 3. They agree to meet at Stagecoach pass on Saturday to continue solving the mystery. They are called "freaks" as they walk down the school hallway. Aven write a new blog post highlighting 20 fantastic things about not having arms. Aven and Connor meet Zion's mom. The group find another clue. They find a box of books about tarantulas and a locked desk and guitar with the initials A.B.C. Aven and Connor attend a support group where they meet other friends. Everyone shares stories at the support group about their disabilities. Aven and Connor enjoyed going to the support group and want to continue attending.

Teacher Considerations:

Section 3 includes 5 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 13 is a short chapter on friendship (only 5 pages)
2. Mother's acceptance, community connections
3. Aven's adoption story (pg. 109)
4. Chapter 15 is a short chapter (only 4 pages)
5. Aven, Connor, and Zion are called "freaks" (pg. 117)
6. Aven writes a blog post in Chapter 16
7. Aven and Connor attend a Tourette's support group where they meet new friends. "Chicken nipple", slapping self, farting (offside humour to some) in this chapter (pg. 129-134)

Learning Intentions:

Grade 6/7:

- I can apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking. (ELA)
- I can use and experiment with oral storytelling processes. (ELA)
- I can respond to texts in personal, creative, and critical ways (ELA)

Grade 8:

- I can apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking (ELA)
- I can think critically , creatively, and reflectively to explore ideas within, between, and beyond texts (ELA)
- I can respond to text in personal, creative, and critical ways. (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.

Talking Circle Prompts:

- Where do you feel like you most belong/where do you feel most accepted?
- What are strategies to make new friends?

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 areas) 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.

p. 105 emphatically	p. 127 skeptical
p. 107 morbid	p. 134 cacophony
p. 110 embellishing	p. 135 obnoxious
p. 112 exasperation	p. 135 absentmindedly

ACTION & EXPRESSION

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

KWL Chart:

What do you know, wonder, and learned about Tourette's?

In Section 2 we get introduced to Connor. Connor has Tourette's Syndrome. Students will be asked to fill out the chart provided on what you "Know" and "Wonder" about Tourette's Syndrome (this activity can be done prior to reading this section as well). After watching the suggested YouTube clip "Living with Tourette Syndrome", have students fill out the "Learned" section. Have a discussion with your class about any unanswered questions they may have.

Watch Youtube clip: **Living with Tourette Syndrome**

<https://www.youtube.com/watch?v=e8HtTb0Vko&t=1s>

****TEACHER NOTE:** This video interviews different children with Tourette's Syndrome. One Tic is discussed is the 'F-word' but the word is not said. Topics of bullying are discussed throughout. Some portions of the video include some of the Students making statements like 'Tourette's is the worst'.



Tics are a symptom of the syndrome and have various types. Tics can be simple (involve one muscle group – nose, shoulder etc.) or complex (several muscle groups – shoulders, hands, etc.) Tics can also be classified as motor (blinking, head jerking etc.) or verbal (barking, repeating a phrase). For information on these types of tics see:

<https://upbility.net/blogs/news/tourette-s-syndrome-what-is-it-and-what-it-means-for-kids>

See infographic on next page for an additional student friendly resource.

ACTION & EXPRESSION (APPLY) CONTINUED...

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

I have Tourette's syndrome,

which means that...

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Five percent of children will start exhibiting tics at some point in their lives.



Boys exhibit tics three or four times more often than girls.



Tics are not 'bad habits' that can be stopped willingly.



Tics are not caused by anxiety, stress, mental conflicts, or wrong family behaviour.



Asking a child or a teenager to stop having tics is like asking an adult suffering from allergic rhinitis to stop sneezing.

What I want you to do is to:

- stop scolding me. I don't do it on purpose
- cease telling me that I have to stop these tics. You just make me more anxious
- ignore my tics and look deep into my soul
- free me of any feeling of shame
- explain to me what is wrong with me
- teach me relaxation techniques

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20 Positive Things About Me:

Aven really focuses on the positive in this section. In Chapter 16 (pg. 118), Aven writes a blog post about 20 fantastic things about not having arms. Have your class take some time and reflect about themselves. Use the graphic organizer to help students reflect on 20 positive things about themselves.

One Pager- Quote Collection:


Pause at the end of Section 4 and identify key moment(s) in the novel and pull quote(s) to add to your ongoing class list that reflect these moments.

Name: _____

KWL Chart

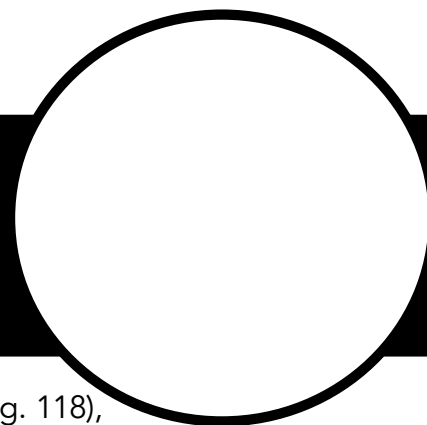
on Tourette's Syndrome

In this novel, we get introduced to Connor. Connor has Tourette's Syndrome.
Please fill out the chart below on what you know and wonder about.

Know	Wonder	Learned
What do you think you already know about this topic?	What do you wonder about this topic? Write your questions below.	What have you learned about this topic?
		

This blog is written by: _____

20 Positive Things About Me



Aven really focuses on the positive. In Chapter 16 (pg. 118), Aven writes a blog post about 20 fantastic things about not having arms. Take some time and reflect and then write 20 positive things about yourself.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
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10. _____
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16. _____
17. _____
18. _____
19. _____
20. _____

