



## Section 4

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## Section Summary:

Aven and Connor continue to investigate the mystery of Stagecoach Pass while hoping the amusement park thrives as a business. Aven gets to meet Connor's Mom and see into his homelife. It is at this point that we discover that Connor's Mom doesn't know about the Tourette's support group. Aven and Connor return to the support group. Aven, Zion, and Connor continue to navigate Middle School social dynamics.

## Teacher Considerations:

Section 4 includes 8 chapters that vary in length from 3 to 7 pages.

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

1. Chapter 18 and 19 discuss the ongoing mystery at Stagecoach Pass, including a theory about a murder.
2. Zion makes self-deprecating comments 'because I am so fat'. (pg. 145)
3. Chapter 21 discusses Connor's homelife – single parent, packed up boxes, Connor is alone a lot. (pg.150-151)
4. Connor projects his shame of being a person with Tourette's on his Mom. (pg. 152-153)
5. Chapter 22 Aven and Connor go to Tourette's support group again and learn more about Dexter's tic "chicken nipple". (pg. 155)
6. Dexter, a person with Tourette's, mocks a peer with Tourette's, in relation to her tic (pg. 156)

## Learning Intentions:

Grade 6/7:

- I can explore relationship between identity, place, culture and society. **(Arts)**
- I can appreciate the importance of respect, inclusivity, and other positive behaviors in diverse collaborative learning and work environments. **(Careers)**

Grade 8:

- I can recognize and explore diverse perspective on how work contributes to our community and society. **(ELA)**
- I can propose strategies for responding to discrimination, stereotypes and bullying. **(PHE)**

## 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:

- What does courage mean to you?
- What communities do you belong to?
- What do you bring to your community?

## 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

p. 138 waning	p. 152 furrowed
p. 145 playwright	p. 155 baffled
p. 150 sparse	p. 159 noncommittal

## ACTION & EXPRESSION

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

### What are Andrea's Strengths?

In Chapter 22, Aven and Connor returned to the Tourette's support group. Readers get a birds-eye-view of the support group conversations and observe how Andrea, the leader, runs the circle time. Have students explore Andrea's strengths and her impact on community well-being by looking at four excerpts from chapter 22. Project the attached handout and support students with inferring Andrea's strengths from the text.

The *First Peoples Principles of Learning* that align with this activity are:

- Learning requires exploration of one's identity.

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

### One Pager - Quote Collection:

Pause at the end of Section 3 and identify key moment(s) in the novel and pull quote(s) to add to your ongoing class list that reflect these moments. Make note of the page number and if relevant – who is speaking.

### Grade 8 Extension:

#### The Power of the Circle

Materials: Chart paper & Access to Chapter 22

In Chapter 22 Aven and Zion attend a support group, with distinct personalities. Place students into small groups, each group receiving a chart paper and copy of the support group chapter. Have students draw/create a circle that represents the support group and around the circle, identify all the participants in the circle. Next identify for each character – what they bring to that circle – using personality traits (humour, encouragement etc.) Have students try to include 2-3 traits for each participant.

Next have students brainstorm what might be effective guidelines for the support group. They may be able to infer some of the standing guidelines from the text – but encourage them to develop and synthesize their own as well. Depending on students and grade level – provide parameters like (the number of guidelines expected, positive language framing etc.)

Do a gallery walk or share out for other groups to see others' thinking.

Reflection:

Have students individually reflect on the process. Have them connect themselves to this work:

- What might you bring to a support group setting?
- What might be a guideline that is most relevant to your daily life? Why is that?

# Spotlight: Support Group Leader

## Chapter 22: Aven & Connor at Support Group

Try to find the strength(s) of leader  
Andrea in each square.

**‘That’s enough Dexter.’** Andrea looked up from the clipboard she held on her lap. **“That’s almost crossing the line into making fun *of* instead of making fun *with*.”** She stared him down, but I could hear some playfulness in her voice.

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**“Now,”** Andrea said in a soothing voice, **“feel a warmth in your chest – a wonderful warmth that travels from your chest ... to your shoulders ... now down your arms ... and into your fingertips.”**

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**“There’s no reason any of you should feel you need to stay confined to your house out of fear of venturing out. It’s so important you all live your lives as normally as possible, and feeling comfortable when going out in public is a big part of that.”**

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[Andrea] talked to us about other ways we could relax in public. These included using our breathing, visualization, meditation, and even counting or going over times tables.

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Name: \_\_\_\_\_

# What are Andrea's Strengths?

Yellow:

Blue:

Green:

Purple:

Out of all of Andrea's strengths, which is the most valuable for support group leading? Explain your thinking.

How does Andrea help the well-being of her community?

What quality do you have that would help you be a good support group leader? Explain your thinking.