



## Section 5

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## Section Summary:

Connor and Zion encourage Aven to perform at the Stagecoach Pass festival and she says no. Meanwhile, Connor and Zion find a picture of a person who looks like Aven, but the person has limbs. Connor, Zion, and Aven go to a movie theatre which initially upsets Connor because he is nervous about tic-ing in the theatre; until her realizes that Aven had planned to have the theatre empty for them. Connor is upset when someone films him, which leads to a big fight between Aven and Connor. Aven writes the blog post – 20 Worst Things About Not Having Arms. This leads to a powerful conversation with her Mom. Aven starts to question Josephine about Stagecoach Pass's past, and Josephine acts strange.

## Teacher Considerations:

Section 5 includes 8 chapters that vary in length from 2 to 9 pages.

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

1. Aven is nervous to perform at the Stagecoach Pass festival and internally calls herself a freak (pg. 178)
2. Chapter 27 is short and only two pages long.
3. Connor yells at Aven about the movie theatre (pg. 187)
4. Connor shares with Aven someone filmed him at a store because of his tics (pg. 198)
5. Connor and Aven get into a serious yelling match, name calling occurs (pg. 198-200)

## Learning Intentions:

Grade 6/7:

- I can explore and describe how personal identities adapt and change in different settings and situations. (PHE)
- I can identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use. (ADST)

Grade 8:

- I can identify the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use. (ADST)
- I can propose strategies for responding to discrimination, stereotyping, 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 is a strategy that helps you when you feel nervous?
- Why do even really good friends fight? What is a way to apologize or make-up when you fight with a friend?



## 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 their understanding. 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. 175 inconvenient	p. 209 sulked
p. 184 doppelganger	p. 215 scolding
p. 191 surreptitiously	p. 217 melodramatics
p.199 unabated	

## ACTION & EXPRESSION

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

### Aven's Well-being

In Chapter 30, Aven creates a blog post with an honest sharing of what it is like to be a person without limbs. Have students do a critical analysis of this Blog Post.

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

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning involves recognizing the consequences of one's actions.

Provide students with the **Aven's Well-being** handout (attached).

Project or record the definitions of well-being in a visual place in the classroom and go over with students the meaning of the term. To build student understanding, you may want to underline key words in the definition and brainstorm what they mean (ex. Underline spirituality – words like traditions, religion, beliefs, etc.) or utilize another Vocabulary Strategy to identify antonyms to well-being.

Definition1: **Well-being**: the state of being comfortable, healthy, and happy.

Definition 2: **Well-being**: a whole and healthy person is balanced physically, mentally, emotionally, and spiritually.

Students can do this activity individually or in partners. Ensure students have two coloured pens or highlighters. If working individually, student needs two colours; if in pairs, each partner can be responsible for one colour.

## ACTION & EXPRESSION Continued...

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

Fill out the legend at the top of the paper:

- Colour 1 = Physical (well-being of the body)
- Colour 2 = Mental/Emotional (well-being of the heart and mind)

Depending on the age group of your students – you may choose to read aloud each point and give them time to classify (read aloud the point and have them choose which colour to use to highlight that point). You may choose to start together one-by-one for the first 5, then have them do the last 15 on their own. The purpose is to have students think point by point about what Aven is sharing. Her perspective as a person without limbs reflects the impacts and challenges she faces daily. Have students think about how these challenges impact her physical as well as mental/emotional well-being.

Some of the points might not align with the categories– and some points might be both. That is okay! Have students share out their thinking. The following could be prompts to further unpack their coding:

- Which physical well-being impact is the most significant? Explain.
- Which mental/emotional well-being is the most significant? Explain.
- What individual or community actions could support Aven's well-being?
- What is something that Aven's perspective has taught you? Explain.

### Creative Writing: Top 10 List

Have students use the form of the list to unpack perspective they hold.

They may choose to write in a model that echoes Aven's 3<sup>rd</sup> Blog Post-where she points out the positives of a situation that usually is assumed to be difficult (being a person without limbs). Or they may choose to write in a model that echoes Aven's 4<sup>th</sup> Blog Post- where she honestly shares the challenges she faces (with humour and an educational tone).

Topics that students may be able to write from that could be framed as both hidden strengths/ or challenging:

- Birth Order (Only, Oldest, Middle or Youngest child)
- Athlete
- Musician
- Popularity
- Two Homes
- Dancer
- Type of Student (High achiever, etc.)
- Class Clown

### One Pager- Quote Collection:

Pause at the end of Section 5 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 Text:

#### Blog Comparison

Have students do a critical read of Aven's 3<sup>rd</sup> and 4<sup>th</sup> Blog Posts side by side. What stays the same? What is new or revealed?

Engage students in a critical conversation –about personal identity. It is not that Aven is lying in one blog over another – what does it mean for both of these blogs to be the truth? Have students reflect on the question:

What do we understand about personal identity from reading these blogs?

# Aven's Well-being

## Chapter 30 pg. 202-205

Aven types this blog post after her fight with Connor.

- ☐ Physical (well-being of the body)
- ☐ Mental/Emotional (well-being of the heart & mind)

As soon as I got home, I sat down at my desk. I browsed through several of my most recent blog posts. No comments from Emily. No comments from Kayla. No comments from any of my old friends. My old world had moved on without me.

I typed my next post.

I know I totally make light of not having arms. I mean, what good does it do to complain about it all the time? This is my life. I can't change it. No arm transplant can be done. I am who I am and it's all I've known and all I'll ever know. No big deal.

I'm sure you're thinking, Yeah, but come on, not having arms must really suck at times. Yeah, not having arms does suck at times. A lot of what stinks about not having arms are little things—things most people take for granted because they have arms.

So here it is--the twenty worst things about not having arms:

1. No smacking people no matter how badly I want to. I don't think stomping their toes provides quite the same satisfaction.
2. No boxing matches. If I had arms, I think I would have been a professional boxer.
3. Doing my hair is difficult. I would love to try some styles I can't do — like a cool fishtail or a dramatic updo. I read the term *dramatic updo* in a magazine once.
4. Everything takes longer.

5. No basketball.

6. No shaking hands with people when I meet them. I would make sure I always had a firm handshake. Then again, I don't have to worry about sweaty palms.

7. Using large tools like chainsaws and weed whackers is likely out for me. I know the instructions say not to operate if you're under the influence of drugs or alcohol, but they should probably say not to operate if you're under the influence of drugs or alcohol or don't have arms.

8. Strappy tank tops and dresses don't look quite right. And mannequin arms don't help either.

9. Reaching things on the top shelf.

10. My back hurts because it's hard to exercise your back muscles without arms.

11. My feet get sore. I think I have arthritis already. Feet aren't meant to be used the way I use them day after day all day long. Unless you're an ape.

12. Nonhandicapped people using the handicapped stalls in the bathroom. I need the extra room, and it sucks to wait until their perfectly armed selves are all done with their luxurious, roomy bathroom visits.

13. No pushing a heavy wheelbarrow. I'm sure one day I'll be mad about this, though it hasn't happened yet.

14. Splinters are a real pain in the butt.

15. No hand or arm massages. I hear they feel super good.

16. Harder to keep my balance.

17. Harder to do... everything.

18. No wiping away a friend's tears when he's hurt.

19. No hugging him to make him feel better.

20. No reaching out for him when he walks out the door.

# Aven's 3<sup>rd</sup> Blog

## Chapter 16 pg. 118-121

Aven types this blog post after this interaction:

*"As Connor, Zion and I walked together down the sidewalk, I heard someone do that coughing thing when they sneak a word into the cough, but they're not actually being very sneaky about it at all.*

*And the word was **freaks**." (p 117)*

The next morning, I wrote a new blog post.

I'm sure most people who see me feel sorry for me at first. I think their first thought is probably something about how terrible it must be to not have arms. Maybe they imagine me helplessly being carried around by my mom everywhere in a giant baby backpack and my poor parents having to brush my teeth and feed me through a tube and change my diapers and whatever.

What a lot of people don't realize, though, is there are a lot of fantastic things about not having arms. Seriously, I can think of twenty right now:

1. No fist fighting. This is really a positive for other people because I would totally win in any fistfight. No really, it would be a total smackdown.
2. No rough elbows. My mom has eczema, so I know what a curse rough elbows can be.
3. No need to clean my fingernails. You can add filing, polishing, and trimming to that as well.
4. No leaving fingerprints behind at a crime scene- very helpful if I ever rob a bank.

5. No getting caught picking my nose. My shoes are usually in the way.

6. No arm wrestling.

7. No golf. Well, I suppose I could figure out a way to play golf but I'm so not gonna because golf is booooooring.

8. No cheesy high fives.

9. No making that silly okay! circle shape with my fingers.

10. Fewer areas to put sunscreen on and fewer areas to sunburn. This is a good thing for me because I have super-fair skin.

11. I don't have to worry about accidentally using my hands in soccer. I guess that gives me an advantage.

12. No fighting over the arm rest at the movies. Really, no fighting over the arm rest anywhere.

13. No arm pits. How can there be pits when there are no arms? They're more like... flats.

14. I'll get the royal treatment when I start driving in a few years. That's right-it's princess-parking for this girl everywhere I go. And, yes, I will be driving an actual car. Watch out, roads!

15. Less money spent on jewelry-rings, bracelets, watches, etc.

16. No flabby flapjack arms when I get old. My great- grandma has those. Hopefully she's not reading this.

17. No push-ups.

18. I never get that floppy, numb arm thing at night from sleeping on my arms. My dad gets that just about every night.

19. No one's ever challenged me to a thumb war. Which is good. Because I don't like war.

20. Pranks that work. One day I'll pull a fantastic prank like pretending my arms get torn off in an elevator door or something. I look forward to that.



# Aven's 4<sup>th</sup> Blog

## Chapter 30 pg. 202-205

Aven types this blog post after her fight with Connor.

As soon as I got home, I sat down at my desk. I browsed through several of my most recent blog posts. No comments from Emily. No comments from Kayla. No comments from any of my old friends. My old world had moved on without me.

I typed my next post.

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3. Doing my hair is difficult. I would love to try some styles I can't do—like a cool fishtail or a dramatic updo. I read the term dramatic updo in a magazine once.

4. Everything takes longer.

5. No basketball.

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7. Using large tools like chainsaws and weed whackers is likely out for me. I know the instructions say not to operate if you're under the influence of drugs or alcohol, but they should probably say not to operate if you're under the influence of drugs or alcohol or don't have arms.

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

# Creative Writing: Top 10 List

**Start with an introduction:** Aven always starts her blog posts with an introduction to let her blog readers know about what they are about to read. Use one of the following sentence prompts inspired by Aven to get started **or** come up with your own.

- *Most people don't realize \_\_\_\_ about being \_\_\_\_ . But there are actually some pretty fantastic things about being \_\_\_\_ .*
- *I know I totally make jokes all the time about being \_\_\_\_ . But there are actually some things that aren't so great about being \_\_\_\_ .*

**Write Top 10 List:** Now record your top ten list as it connects and relates to your Introduction. Use Aven's blog for inspiration.

## INTRODUCTION:

## TOP 10 LIST ABOUT BEING:

1.

2

3.

4.

5.

6.

7.

8.

9.

10.



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

# Blog Comparison:

## Aven's 3<sup>rd</sup> & 4<sup>th</sup> Blog

In this section Aven shares her perspective in two different blog posts. What changed and what stayed the same between these blog posts?

Changed:

3<sup>rd</sup> Blog

4<sup>th</sup> Blog



Stayed the Same: