Book Title:

Keep Your Ear on the Ball

by Genevieve Petrillo

# Grade Band:

Elementary (K-4)

# Topics/Themes:

* Disability
* Blind/Visually Impaired
* Games
* Adaptive Sports
* School
* Education
* Friends
* Children’s Literature
* Non-fiction

# Potential Ohio State Standards (ELA):

## Reading Literature

* RL 1.7 : Using illustration or details from a story, describe characters, setting, or events.
* RL 2.7: Use information gained from an illustration or words from printed or digital text to demonstrate understanding of characters, setting or plot.
* RL 3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer.

Writing

* W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.
* W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

# Expanded Core Curriculum Standards:

## Compensatory Skills

* Compensatory skills include skills necessary for accessing the core curriculum including concept development; communication modes; organization and study skills; access to print materials; and the use of braille/Nemeth, tactile graphics, object and/or tactile symbols, sign language, and audio materials. Page 10 Davy read braille books and wrote with a braille writer in class while others read their print and used pencils.

## Orientation and Mobility

* O&M instruction enables students of all ages and motor abilities to be oriented to their surroundings and to move as independently and safely as possible. Students learn about themselves and their environments, including home, school, and community. O&M lessons incorporate skills ranging from basic body image, spatial relationships, and purposeful movement to cane usage, travel in the community, and use of public transportation. Having O&M skills enables students to acquire independence to the greatest extent possible, based on their individual needs and abilities. See pages 6-9 for examples of Davy navigating the classroom, page 11 “somehow” navigated cafeteria, page 18 walking the halls at school independently.

## Self-Determination

* Self-determination includes choice-making, decision-making, problem solving, personal advocacy, assertiveness, and goal setting. Students with visual impairments often have fewer opportunities to develop and practice the specific skills that lead to self-determination. Students who know and value who they are and who have self-determination skills become effective advocates for themselves and therefore have more control over their lives. Page 11-14 first example of Davy saying, “thanks but no thanks,” politely asserting his decision to do tasks for himself. On page 18 however, Davy does not know how to solve the problem of accessing kickball, and he chose not to ask for help from his classmates or adults. But he decided to be thankful and enthusiastic when they were able to figure it out.

## Recreation and Leisure

* Being unable to observe others reduces awareness of recreation and leisure options. Instruction in recreation and leisure skills will ensure that students with visual impairments will have opportunities to explore, experience, and choose physical and leisure-time activities, both organized and individual, that they enjoy. This instruction should focus on the development of life-long skills. Notice how Davy’s peers did not hesitate to include him in kickball at first. By showing others how ordinary activities can be adapted, increases the likelihood of others being inclusive. See how Davy’s classmates adapt kickball so he can be included. Page 24 the whistle for everyone to be quiet so Davy can hear the bell inside the ball. Page 25 An auditory voice to locate a base.

## Sensory Efficiency

* Sensory efficiency includes instruction in the use of vision, hearing, touch, smell, and taste. It also addresses the development of the proprioceptive, kinesthetic, and vestibular systems. Learning to use their senses efficiently, including the use of optical devices, will enable students with visual impairments to access and participate in activities in school, home, and community environments. At the beginning of the text Davy hears the silence and correctly judges that people are looking at him. Davy shows spatial awareness in the classroom, in line at cafeteria, and navigating the school halls. Peter, the narrator notices on page 23 “He hears and he feels.” I said. “He does everything by sound and touch.” Peter’s idea is shown on pages 24-27, where Davy uses his other senses to hear the ball.

# Reflection Questions:

* Before Reading
	+ Do you know anyone who is blind/visually impaired? Anyone famous? (Hellen Keller, Stevie Wonder).
	+ If there is a classmate who is blind/visually impaired?
* During Reading
	+ Pause on page 20. How would you solve the problem of Davy playing ball?
* After Reading
	+ Who is the main character in the story?
	+ Where does the story take place?
	+ Is Davy different, or the same from his classmates? Why do you think so from the story?
	+ What is the main conflict, or biggest problem mentioned in the story?
	+ How was that problem fixed, or resolved?
	+ Were the characters in the story mean or nice, why do you think so?
	+ How did the kids think to help Davy play ball?
* Wrap Up
	+ The big theme in this story was that of including a classmate of diverse background. Or in other words, including a classmate who is different, yet the same because he’s a kid and person just like we all are. The big example was a ball game. We all enjoy playing games.

# Connected Activities:

* Demonstrate your understanding from the text by adapting an already existing game or sport so that someone who is blind/visually impaired can play. Have the students write, illustrate, or show in real time their adapted activity. May require reading research, or thinking in pairs or small groups.

# Connected Texts (To Use in Unit Planning):

* [The Golden Acorn](https://www.amazon.com/Golden-Acorn-Katy-Hudson/dp/1474778062/ref%3Dasc_df_1474778062/?tag=hyprod-20&linkCode=df0&hvadid=385641695492&hvpos=&hvnetw=g&hvrand=3468415406731929237&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9014973&hvtargid=pla-815876779410&psc=1&tag=&ref=&adgrpid=79288120235&hvpone=&hvptwo=&hvadid=385641695492&hvpos=&hvnetw=g&hvrand=3468415406731929237&hvqmt=&hvdev=c&hvdvcmdl=&hvlocint=&hvlocphy=9014973&hvtargid=pla-815876779410) by Katy Hudson (good teamwork).
* [Evie’s Field Day: More Than One Way to Win](https://www.amazon.com/Evies-Field-Day-More-than/dp/1733035915#:~:text=Evie's%20Field%20Day%20by%20Claire,that%20focus%20on%20these%20issues.) by Claire Noland (sportsmen ship, winning and losing).
* [You Can’t Taste a Pickle With Your Ear](https://www.amazon.com/gp/product/B003U1OPQG/ref%3Das_li_tl?tag=funwithmama-wp-20) by Harriet Ziefert (exploring the five senses).
* [Ready, Set, Go! Sports of All Sorts](https://www.shopbecker.com/Ready-Set-Go-Sports-of-All-Sorts-Paperback-Book-859918/?gclid=Cj0KCQjwmICoBhDxARIsABXkXlKnEjN-2Qwy0bCcRbHkmMvKRDzOQV4a88vVrEwb_Ii6COm8aRSzfk4aAggtEALw_wcB) by Becker’s.

# Helpful Resources:

* [Expanded Core Curriculum](https://deafandblindoutreach.org/Ohio-Guidelines-for-Working-with-Students-BVI/Expanded-Core-Curriculum)
* [Adaptive Sports Programs in Ohio](https://deafandblindoutreach.org/bvi-recreation-leisure)
* [BookConnections](https://www.bookconnections.org/tb.cgi?tid=75454#Resources) Lesson Planning Resources
* [Instructional Videos for Adaptive Sports](https://www2.brockport.edu/academics/imsvi/instructional-videos/)
* [Adaptive Recreation Equipment Resources](https://www.teachingvisuallyimpaired.com/adapted-recreation-equipment-resources.html)
* [Learning Opportunities - Recreation & Leisure-Provincial Resource Centre for the Visually Impaired](https://www.prcvi.org/resources/the-expanded-core-curriculum/recreation-and-leisure-skills/learning-opportunities-recreation-leisure)