Book Title:

Boy by Phil Cummings

# Grade Band:

Elementary (K-3)

# Topics/Themes:

* Fairy Tale/Fantasy
* Sign Language
* Communication

# Potential Ohio State Standards (ELA):

## Reading Literature

* RL.K.3 With prompting and support, identify characters, settings, and major events in a story.
* RL.1.3 Describe characters, settings, and major events in a story, using key details.
* RL.2.3 Describe how characters in a story respond to major events and challenges.
* RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Writing

* W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is ... ).
* W.1.1 Write opinion pieces that introduce the topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure.
* W.2.1 Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
* W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section

# Expanded Core Curriculum Standards:

## Audiology

* Understanding Hearing Loss
  + Aware of needs related to hearing loss

## Family Education

* Understanding Hearing Loss
  + Parent understands the effect of hearing loss on living and learning

## Functional Skills for Educational Success

* Concept Development
  + Uses features of a book to aid comprehension of a reading passage (titles, pictures, and context clues)

## Self Determination and Advocacy

* Self Determination
  + Understanding of individual and others unique differences

## Social Emotional Skills

* Self-Awareness
  + Identifies self as hard of hearing or deaf
* Social Awareness
  + Identifies verbal, physical and situational cues that indicate how others may feel
  + Predicts how others feel based on facial expressions and body language
* Social Interaction (Including Conversational Skills)
  + Recognizes communication breakdown
* Conflict Resolution
  + Demonstrates how to work effectively with others who are different from self

# Reflection Questions:

* Before Reading
  + What do you know about fairy tales? What other fairy tales do you know?
  + If you spoke a different language than someone you were talking to, what strategies could you use to communicate?
* During Reading
  + How did Boy communicate? Why did he communicate this way?
  + What did the villagers think of Boy? Why did they think that?
  + How did Boy sense his family’s fear? Do you have an example of a time you felt an emotion from a family member?
  + How did Boy help to end the fight?
    - Why did the king and dragon start fighting?
    - What was the same about the wishes of the dragon and the king?
  + How did Boy know the fight was over?
* After Reading
  + How did Boy’s methods of communicating impact the other characters in the story?
  + If you couldn’t hear, how would you communicate with people who use spoken language?
  + What can you do if you meet someone who communicates with their hands?

# Connected Activities:

* Organize story elements into a graphic organizer (full group, small group, in partners, or independently)
  + [GraphicOrganizer\_StoryElements.pdf](https://ocaliorg-my.sharepoint.com/:b:/g/personal/angelica_gagliardi_ocali_org/EYsiSNw_rhREsAjDlx4d6aMBqyN8WfAJc791BJjgTya7XA?e=ZsTsMo)
* Writing Prompt Suggestions
  + What do you think may have happened with the king and the dragon if Boy didn’t run into the battle?
  + If you were Boy’s friend, what strategies would you use to communicate with him?

# Connected Texts (To Use in Unit Planning):

* Other fairy tale/fantasy stories
  + Paper Bag Princess
  + The Three Little Pigs
  + Little Red Riding Hood and the Dragons

# Helpful Resources:

* [Expanded Core Curriculum for Deaf and Hard of Hearing Learners](https://educateiowa.gov/sites/default/files/documents/Expanded%20Core%20Curriculum%20%28ECC%29%20for%20Students%20Who%20Are%20Deaf%20or%20Hard%20of%20Hearing%20%28DHH%29.pdf)
* [Learning American Sign Language—National Association of the Deaf](https://www.nad.org/resources/american-sign-language/learning-american-sign-language/)
  + Includes a list of apps you can encourage your students to explore to learn some basic ASL
* [Read Aloud of the Story *Boy*](https://www.youtube.com/watch?v=GI4BvmO0E3Q) with American Sign Language Interpreter