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# Introduction

*Appreciating Differences* is a captivating, comprehensive thematic unit filled with a wide variety of lesson ideas designed for use with primary children. At its core are four high-quality children's literature selections: *I Have a Sister*; *My Sister Is Deaf*; *Our Brother Has Down's Syndrome*; *Think about... Being in a Wheelchair* and *Eagle Eyes*. For these books, activities are included which set the stage for reading, encourage the enjoyment of the book, and extend the concepts learned. In addition, the theme is connected to the curriculum with activities in English (including daily writing activities), maths, science, SOSE, art, music and life skills. Many of these activities encourage cooperative learning. Suggestions and patterns for bulletin boards and unit-management tools are additional timesavers for the busy teacher. Furthermore, directions for child-created big books and culminating activities are included, which allow children to synthesise their knowledge in order to accomplish products that can be shared beyond the classroom.

This thematic unit includes the following:

- ❑ **literature selections** – summaries of four children's books with related lessons (complete with reproducible pages) that cross the curriculum
- ❑ **poetry** – suggested selections to read and enjoy
- ❑ **planning guides** – suggestions for sequencing your lessons
- ❑ **writing ideas** – daily suggestions as well as writing activities across the curriculum, including a big book
- ❑ **bulletin board ideas** – suggestions and plans for child-created and/or interactive bulletin boards
- ❑ **curriculum connections** – in English, maths, science, SOSE, art, music and life skills
- ❑ **group projects** – to foster cooperative learning
- ❑ **culminating activities** – which require children to synthesise their learning and accomplish a product or engage in an activity that can be shared with others
- ❑ **websites** – to help locate additional resource information pertaining to a variety of disabilities
- ❑ **annotated bibliography** – includes brief descriptions of additional fiction and nonfiction books on the theme

# *I Have a Sister, My Sister Is Deaf*

by *Jeanne Whitehouse Peterson*

## Summary

*A young girl tells about her life with a sister who is deaf. Though her sister's deafness brings about challenges in daily life, the young girl appreciates all the things her sister is able to do.*

The outline below is a suggested plan for using the various activities that are presented in this unit. You should adapt these ideas to fit your own classroom situation.

## Sample Plan

### Lesson 1

- Introduce finger-spelling sign language (page 6, Setting the Stage, 3).
- Read and discuss *I Have a Sister, My Sister Is Deaf*.
- Conduct the Can you Hear me? simulation (page 37).
- Learn more sign-language signs (page 6, Enjoying the Book, 1).
- Complete a Daily Writing Activity (pages 25–27).
- Send home the Parent Letter (page 73).

### Lesson 2

- Re-read or review *I Have a Sister, My Sister Is Deaf*.
- Read the poem We Are Friends! (page 24) and discuss how we can be helpful to a friend who is deaf.
- Sing a Friendship Song (page 52).
- Complete a Daily Writing Activity (pages 25–27).

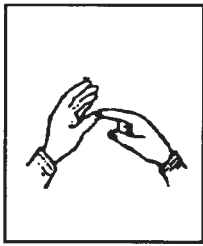
### Lesson 3

- Discuss that there are some people who are both deaf and blind. Have children share what they know about this.
- Take a blind walk (page 38).
- Learn about the five senses (page 6, Extending the Book, 1).
- Learn about visual impairments (page 6, Extending the Book, 2).
- Complete the Blind Mice activities (page 44).
- Sing a Friendship Song (page 52).

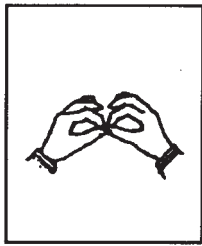
### Lesson 4

- Read a fiction book about blindness (page 77).
- Learn braille (page 6, Extending the Book, 3).
- Make a sound collage (page 48).
- Review finger spelling (page 7) and word signing (page 8). Hand out copies of page 9. Have the children fill out their forms and begin practising.

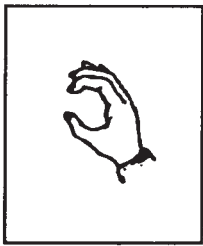
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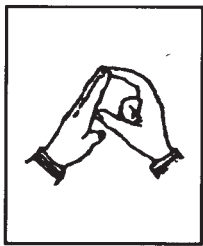
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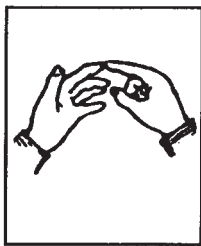
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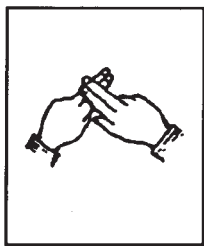
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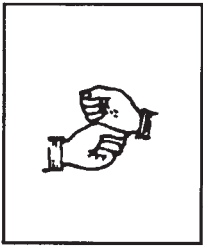
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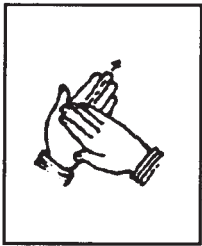
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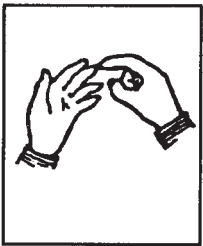
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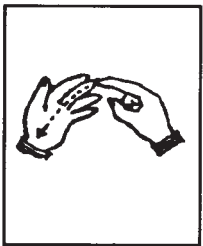
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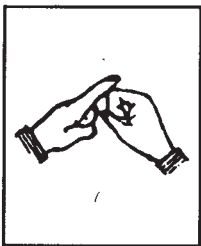
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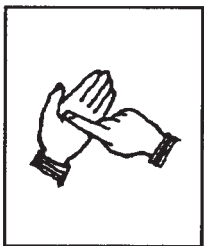
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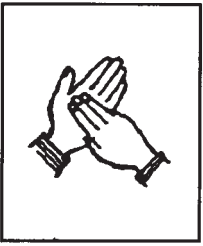
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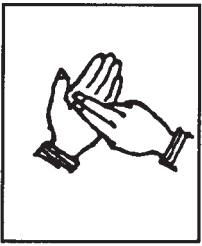
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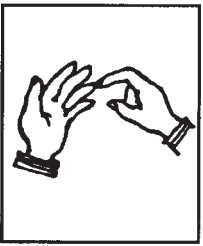
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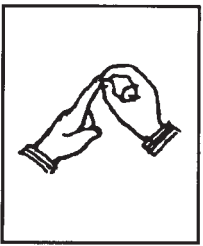
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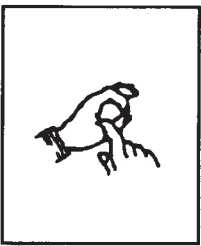
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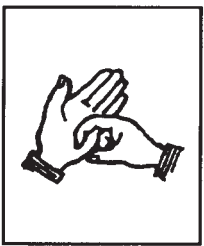
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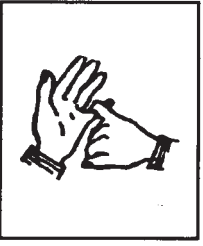
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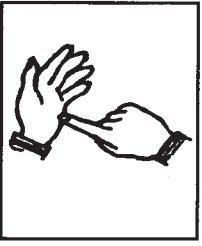
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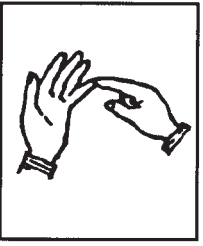
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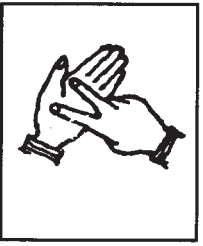
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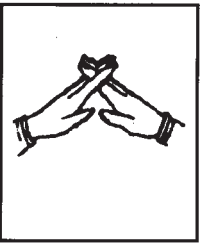
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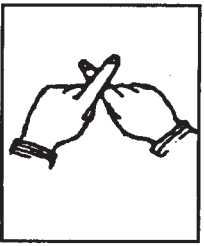
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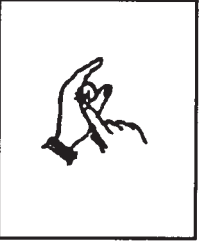
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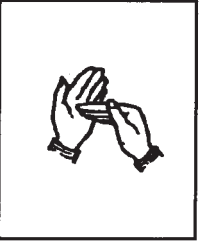
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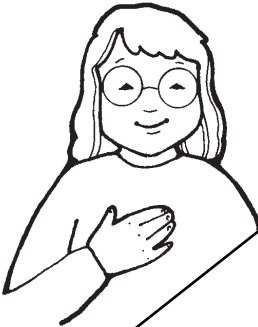
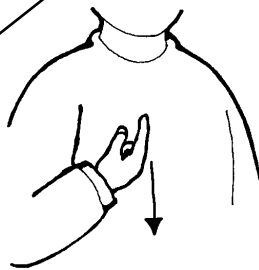
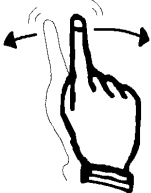



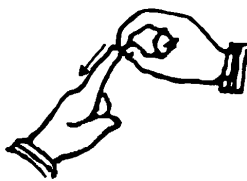
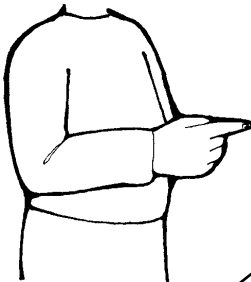
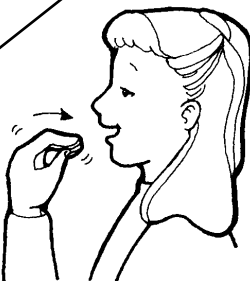

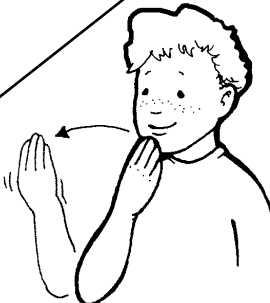
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# Learn More Signs

Sign language is more than just finger spelling. Hand signs stand for one or more words.

 <p>name</p>  <p>'What?' shrug (What is your name?)</p>	<p>my, mine</p>  <p>I</p> 
<p>what</p>    <p>is</p>	 <p>favourite</p>  <p>colour</p>
 <p>your</p>  <p>food</p>	 <p>please</p>  <p>thank you</p>