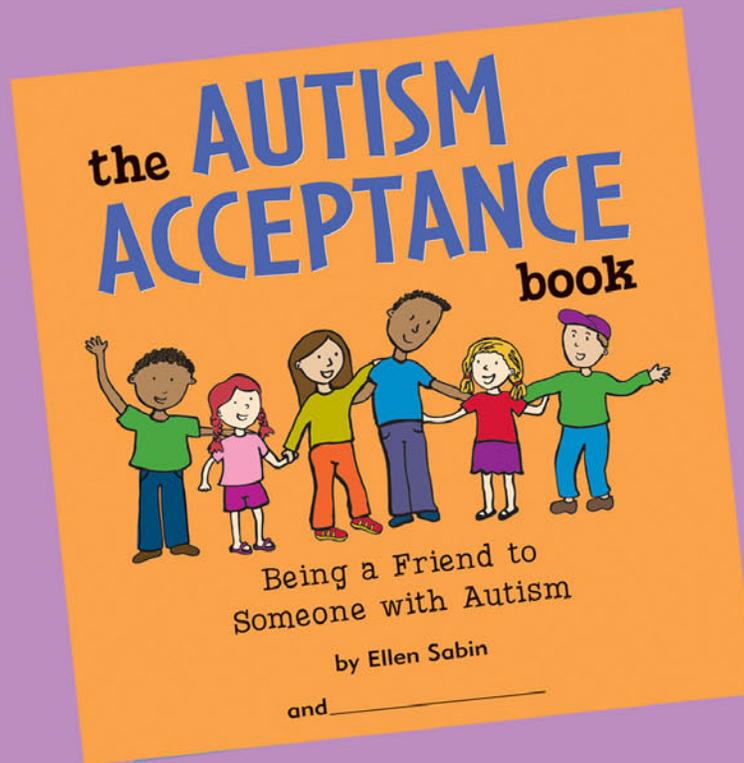


*The Autism Acceptance Book:
Being a Friend to Someone with Autism*

TEACHER'S GUIDE



**For more information or to order
copies of *The Autism Acceptance Book*
for your classroom, go to www.wateringcanpress.com.**





A Guide for Teachers

The Autism Acceptance Book: Being a Friend to Someone with Autism
by Ellen Sabin

Lessons written by: Tara Funk

Introduction

The Autism Acceptance Book: Being a Friend to Someone with Autism lends itself to teaching many lessons and fulfilling numerous National and State Content Standards.

Each of the lesson plans provide creative ideas for using *The Autism Acceptance Book* in classrooms and other group settings. Just as the book is geared towards children aged 6-13, some of the lessons are more advanced, and others are for a younger population. The lessons can be easily adapted or modified as needed based on student age, ability and goals.

The standards referenced are drawn from the Mid-Continent Research for Education and Learning' National Standards.

Several of the lesson plans focus on teaching character development issues. In states with character education requirements, these lessons fulfill many additional standards (which are not noted in this document as these vary state to state). These lessons guide children to think beyond themselves and to treat others with respect, tolerance, and kindness, and/or to recognize and practice selflessness, empathy, or inclusion of others.

We hope that the lesson plan ideas encourage and empower educators to invite children to learn more about their peers with autism, or other special challenges, while learning academic lessons in language arts, science, and character education.

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SUBJECT: Language Arts
TITLE: **Picture Dictionary**
Grades 3–6

OBJECTIVE: Students will create picture dictionaries and practice identifying parts of speech.

MATERIALS:

Magazines

Glue

Paper

Markers

Scissors

Dictionaries

The Autism Acceptance Book page 34

ACTIVITY:

- Read page 34 of *The Autism Acceptance Book* with students.
- Tell students that as a group they are going to create a picture dictionary to help their friends with autism understand all the things that people their age say.
- Ask students if they have ever heard people talking but they couldn't understand what they were saying because the words were new to them.
- Explain that when you were young people used the word X to mean Y. (People used the word cool to mean really great. Or in the 1990's people said "that's the bomb" when they meant something was really great.)
- Guide a class brainstorm of words and phrases that students use all the time but someone may not understand.
- Record student answers.
- Divide the class into groups of 2 or 3 students.
- Give each group a word or phrase from the list.
- Give each group a dictionary, a piece of paper, a magazine, glue, scissors, and markers.
- Tell students that they are going to create pages of a picture dictionary for their friends with autism.
- First they must decide on a definition of the word or phrase. Tell them to use the dictionary as a model for how to write the definition.
- As students are generating definitions, walk around the room and help each group determine the appropriate part of speech.
- Allow students 10 minutes to generate the definitions.
- Tell students to write the definition – including the part of speech – on the bottom half of the paper.
- Give students another 10 minutes to find photos from the magazine to illustrate the meaning.
- Have each group present their definition. After each presentation, hang the page on the board.
- After all the presentations, have the class alphabetize the entries.
- Staple the pages together.

STANDARDS:

Uses grammatical and mechanical conventions in written compositions.



SUBJECT: Language Arts

TITLE: **In a Land Far, Far Away**

Grades 2–8

OBJECTIVE: Students will practice using the writing process. Students will gather information to write a descriptive paragraph about an imaginary place.

MATERIALS:

Paper

Pencils

The Autism Acceptance Book pages 30, 31

ACTIVITY:

- Ask students to work with a partner and to choose who will be A and who will be B.
- Say, “Okay begin starts with the letter B, so partner B will go first.”
- Tell students that partner B will have exactly 1 minute to talk about his or her favorite movie. Explain that after 1 minute, students will switch roles. Tell students that when 1 minute is up you will say; “switch.”
- Allow students 1 minute to talk and then say, “switch.”
- After about 45 seconds, tell students to wrap up their final statements.
- When everyone has settled, ask students to name their partners’ favorite movies.
- Choose 1 movie that involves an imaginary place. (If none of the movies involve imaginary places, ask if anyone has seen *The Wizard of Oz* or a *Harry Potter* movie.) Ask is anyone can explain the imaginary place in the movie (you will have to name the place rather than say “the imaginary place.”)
- Explain to students that since X does not really exist, it is called an imaginary place.
- Tell students that someone originally thought of X in their mind. Explain that whether or not X looks like the picture the person had in mind really depends on how well they were able to write a description about the mental picture.
- Ask if anyone in the class thinks it might be fun to have a career in movies. Explain that one way to do that is by writing.
- Tell students that you are going to help them practice writing and using their imaginations.
- Ask students to close their eyes.
- Ask them to imagine themselves somewhere else (an imaginary place or someplace they’ve been).
- Ask students to name the people they see in the place in their minds. Allow about 30 seconds for students to really think. Offer prompts such as; do you know the people that you are seeing in your mental picture?
- Ask students what else they see. Allow about 30 seconds. Offer prompts such as; are there trees? Do you see a blue sky? Are there buildings? Do you see water anywhere? What type of water?
- Ask students what they smell. Allow 30 seconds. Offer prompts such as; is the air fresh? Do you smell flowers? Do you smell food?
- Ask students to open their eyes and to write down all the details that they possibly can remember about their imaginary place. Explain that this is the first step in the writing process.
- Allow 2 to 3 minutes of brainstorming.
- Next, have students organize their thoughts.
- Draw a 3-column chart. Write each of the following headings, who, see, and smell at the top of each column.



In a Land Far, Far Away -- CONTINUED

- Tell them to list all of the items from their brainstorm in the appropriate column.
- Circulate around the room and conference with students as necessary.
- Tell students to use what they have written in the columns to write a few sentences about their imaginary place. Explain that the description that they write should be clear enough so that someone else might be able to make it come to life in a movie.
- Allow students 10 to 15 minutes to write a first draft.
- As students write, walk around and conference as necessary.
- After 10 to 15 minutes ask students to put down their pencils and hand their papers to a trusted peer reviewer.
- Distribute paper and markers or crayons.
- Tell students that each peer reviewer should draw what they think their partner's imaginary place would look like.
- Have students return the drafts along with the illustrations to the writer.
- Have students review the drawings and make notes about the details that are missing from the illustration.
- Explain that making notes is part of the revise stage of the writing process.
- Keep the papers and have the students follow through to final draft after you have had a writing conference with each of them.
- Open *The Autism Acceptance Book* to page 30. Lead a discussion about the fact that some people with autism have trouble using their imagination.
- Ask students to think about all the things they do that require them to use their imagination.
- Have students raise their hands if they think using their imagination is fun.
- Allow students two minutes to talk with a partner about games and stories that they like. Tell students to talk about how these games and stories use their imagination.
- Have students write a brief journal entry about what they have just learned about people with autism.

STANDARDS:

Prewriting: Uses prewriting strategies to plan written work (e.g., discusses ideas with peers, draws pictures to generate ideas, writes key thoughts and questions, rehearses ideas, records reactions and observations).

Drafting and Revising: Uses strategies to draft and revise written work (e.g., rereads; rearranges words, sentences, and paragraphs to improve or clarify meaning; varies sentence type; adds descriptive words and details; deletes extraneous information; incorporates suggestions from peers and teachers; sharpens the focus).

Evaluates own and others' writing (e.g., asks questions and makes comments about writing, helps classmates apply grammatical and mechanical conventions). Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness).



SUBJECT: Language Arts

TITLE: **“Walk In Someone Else’s Shoes”**

Grades 3–5

OBJECTIVE: Students will learn idiomatic expressions

MATERIALS:

The Autism Acceptance Book pages 10, 11

A Chocolate Moose for Dinner by Fred Gwynne

A small cup with a spoonful of chocolate mousse for each student

A photo or illustration of a moose

Paper

Markers or crayons

ACTIVITY:

- Hold up the picture of the moose.
- Ask if anyone can name the animal in the picture.
- Make sure all students know this is a moose.
- Write the word moose on the board.
- Ask students to close their eyes and picture chocolate mousse.
- Tell students to open their eyes and ask volunteers to describe their mental pictures of chocolate mousse.
- Ask students to raise their hands if they want to try some chocolate mousse.
- Write chocolate mousse on the board.
- Distribute the chocolate mousse.
- Explain that this is another type of mousse. This mousse is a dessert.
- Hold up the book *A Chocolate Moose for Dinner* by Fred Gwynne.
- Ask students to predict what this book is going to be about.
- Read the book aloud.
- Explain to students that the different illustrations in the book are used to show how sometimes words can have more than one meaning. Explain that these types of sayings are called idiomatic expressions.
- Allow students 5 minutes to write down one or two sayings that they have heard in which the words by themselves might have a different meaning than the saying.
- Have students share their brainstorm results with a partner.
- Ask if anyone wants to share a saying with the class.
- After each saying is shared, have students close their eyes and make a mental picture of the saying.
- If students have trouble coming up with idioms of their own, offer a few suggestions such as the following:
 - “He has a chip on his shoulder.”
 - “She was caught red-handed.”
- Have students turn to pages 10 and 11 of *The Autism Acceptance Book*.
- Ask them to find the idiom on this page.
- When someone has identified “Walk in someone else’s shoes,” Write the expression on the board.
- Have students close their eyes and make a mental picture of the saying.
- Distribute paper and markers (or crayons).
- Have students illustrate the expression.
- As students finish, hand them tape and allow students to post their illustrations for a gallery walk.
- As students wait for everyone to finish, assign each student an idiom to illustrate and invite them to research the origins of the saying on the Internet.



“Walk In Someone Else’s Shoes” -- CONTINUED

STANDARDS:

Understands that language reflects different regions and cultures (e.g., sayings; expressions; usage; oral traditions and customs; historical, geographical, and societal influences on language).

Understands sayings that reflect different regions or cultures.

Understands expressions that reflect different regions or cultures.

Uses reading skills and strategies to understand and interpret a variety of literary texts.

Understands historical influence on language.



SUBJECT: Character Education
TITLE: **Practice Makes Perfect**
Grades 2 – 7

OBJECTIVE: Students will evaluate the experience of things getting easier when you know what to expect.

MATERIALS:

The Autism Acceptance Book page 28
3 copies for each student of the following page (stapled together)
Pens or pencils

ACTIVITY:

- Place one stapled packet of handouts face down on each student's desk.
- After everyone has a handout, tell the students that in 15 seconds you are going to say, "okay." Explain that is the signal to turn the handout over.
- Tell students for this next activity, their goal is to do the best they can.
- Explain that as soon as the papers are turned over, students will have 1 minute to circle as many numbers as they can, but they must circle the numbers in order. Beginning with the number one, then the number two, and so on.
- Wait 15 seconds and then say, "okay."
- After exactly 1 minute say, "pencils down."
- Have students call out the last number they were able to circle.
- Tell students that now they will have another chance. Say, "In 15 seconds, when I say "okay," you will turn the page. Again, you will have 1 minute to circle as many numbers as you can. Again, you must circle the numbers in order, beginning with the number 1."
- Wait 15 seconds and then say, "okay."
- After exactly 1 minute say, "pencils down."
- Have students call out the last number they were able to circle.
- Ask how many people were able to circle more numbers the second time.
- Repeat the process one more time.
- Ask students to explain what they were thinking when you first handed out the papers.
- Ask what they were thinking when you told them they would have another chance.
- Ask if anyone felt more and more comfortable and confident each time.
- Ask students why it might have been easier to circle more numbers each time.
- Ask if anyone can think of a situation in which they were nervous or anxious or excited the first time they tried something new.
- Ask the students who share experiences if they did that same thing again. Ask them to explain how their feelings changed each time.
- Read page 28 of *The Autism Acceptance* book together.
- Ask students to discuss the experience they just had –circling numbers– and the feelings we sometimes have when we don't know what is going to happen.
- (Note: Pages 46 and 47 of *The Autism Acceptance Book* can be used to supplement this lesson and teach more about autism.)

STANDARDS:

Demonstrates perseverance relative to personal goals. Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness)



1	50	6	46	29	18
34	21	44	25	3	39
8	41	26	58	55	5
38	15	2	9	24	51
56	52	33	62	71	42
11	28	65	35	30	49
32	54	10	16	72	13
48	40	68	60	57	69
14	64	20	47	19	27
59	17	37	66	53	67
23	61	70	12	22	36
4	31	43	63	7	45



SUBJECT: Character Education

TITLE: Paper Bag Trade

Grades 2–7

OBJECTIVE: Students will analyze the impact of making decisions based on limited information.

MATERIALS:

5 plain brown paper lunch bags numbered 1, 2, 3, 4, 5

Items to put in each bag, such as pencils, paperclips, cookies, a dollar bill, markers, pack of tissues (each bag should have a different item) – but put a dollar bill (or the best item) in bag 1)

The Autism Acceptance Book

ACTIVITY:

- Choose five people in the class to each take a paper bag.
- Let the students choose which bag they take.
- Allow one minute for students to try to figure out –without opening it– what is in the bag.
- Tell students they can shake the bags, they can smell the bags, they can do anything they want but they can not open the bags.
- Then, allow students a minute or so to take bags from each other (using the rules in the next few bullet points).
- Explain that the student with bag number 5 can take any bag he or she wants.
- Number 4 can take a bag from anyone except from the person with bag 5.
- Number 3 can take a bag from anyone except from the person with bag 4 or the person with bag 5.
- Number 2 can only take a bag from the person with bag 1.
- Allow students who do not have bags to coach and encourage the students with bags.
- Tell students that everyone can offer trades.
- After about 30 seconds stop all trading and bag taking.
- Ask if everyone is happy with the bag that he or she has.
- Ask students to explain their answers.
- Ask students to open the bags and reveal what is inside.
- Allow the class a chance to settle down.
- Ask students to explain why they initially chose the bags that they did.
- Ask students who watched the trade to explain what they thought about the trades and which bag they would have wanted.
- Ask if anyone has ever heard the idiomatic expression; You can't judge a book by its cover.
- Have students explain how this demonstrates that saying.
- Write the following on the board: You never know what you will find when you look inside...
- Ask students how this might relate to choosing friends.

STANDARDS:

Demonstrates appropriate behaviors for relating well with others (e.g., empathy, caring, respect, helping, friendliness, politeness)

Exhibits positive character traits towards others, including honesty, fairness, dependability, and integrity.



SUBJECT: Character Education

TITLE: What an Image!

GRADES K–7

OBJECTIVE: Students will analyze the emotions that paintings may elicit.

MATERIALS:

Jackson Pollack or Jean-Claude Basquiat painting

Any impressionist painting (Monet, Renoir, Manet, Degas, Camille Pissarro)

Paper

Pens

Paints

Construction paper

The Autism Acceptance Book pages 18,19,26,27

ACTIVITY:

- Display the impressionist painting.
- After about 30 seconds, ask students to call out the emotions they are feeling or that they sense the artist may have been feeling.
- Record answers on a flip chart or on the board.
- Display the Pollack or Basquiat painting.
- After about 30 seconds, ask students to call out the emotions they are feeling or that they sense the artist may have been feeling.
- Record answers on a flip chart or on the board, but keep them separate from the emotions recorded for the first painting.
- Explain to students that sometimes, being autistic is like always looking at things that are [use words that came up in the brainstorm of emotions felt after looking at the Pollack/Basquiat]. Sometimes there are so many things to look at that the autistic person just feels overwhelmed.
- Have students name the mood that they are in. Students can write these on the back of the construction paper. Students should be allowed to keep their mood private.
- Tell students to use the paints to create a visual representation of how they are feeling.
- (Note: *The Autism Acceptance Book* – pages noted above- can be used to further supplement this lesson to teach more about senses, sensory-overload, and autism.)

STANDARDS:

Understands that specific artworks can elicit different responses.

Knows that people can respond differently to the same work of art.

Understands how artwork from various eras may elicit a variety of responses.

Understands how different compositional, expressive features (e.g., evoking joy, sadness, anger), and organizational principles (e.g., repetition, balance, emphasis, contrast, unity) cause different responses.



SUBJECT: Science

TITLE: **Smell in a bag**

Grades 3–5

OBJECTIVE: Students will explore their sense of smell.

MATERIALS:

The Autism Acceptance Book pages 18, 19

Brown paper bags

Orange peel

Lemon peel

Lime peel

Cut Strawberries

Cut Raspberries

Cut Blueberries

Blindfold

ACTIVITY:

- Ask students; *Do you know what you are smelling if you can't see it?*
- Explain that sometimes our senses are very sharp and other times they aren't.
- Remind students that some people with autism have very sharp senses.
- Explain that one of the main senses we study is the sense of smell.
- Tell students to close their eyes and get a mental picture of a time when they were in a bakery that smelled really nice or at home when someone was cooking something that smelled really great.
- Tell students that often our senses help us remember certain times in our lives.
- Work with a partner.
- Give each pair a blindfold
- Have students choose who will guess first and who will record first.
- Ask the student who is recording to come to the front of the room and grab a bag – without looking inside.
- Give each student a bag with one of the fruits or fruit peels inside.
- Have students return to their partners and hold the bag up to the partner's face.
- Tell blindfolded students to say what they are thinking (ie: about the smell, a memory relating to the smell, or anything else).
- Tell recorders to write what the partner is saying.
- After a minute or so, have students open the bags to see what is inside.
- Have students express their reactions.
- Ask how many people were surprised.
- Ask how many people got it right.
- Allow students to write their response to this activity.
- Ask students to think about how it must feel to have a very strong sense of smell.
- (You can also explain that some people with autism might smell things as strongly as they did when the bag was right under their noses.)

STANDARDS:

Understands the structure and function of cells and organisms.

Knows that the behavior of individual organisms is influenced by internal cues (e.g., hunger) and external cues (e.g., changes in the environment), and that humans and other organisms have senses that help them to detect these cues.



SUBJECT: Science

TITLE: **Where Did You Get Those Eyes?**

Grade 6

OBJECTIVE: Students will learn about Punnett Square and how it is used to predict what traits are passed down to offspring.

MATERIALS:

The Autism Acceptance Book page 12

Paper

Pens

ACTIVITY:

- Ask students to think about their families.
- Tell students to make a mental picture of their parents, grandparents, aunts, uncles, brothers, sisters, cousins and all the people to whom they are related.
- Tell students to write down the names of all the people in their mental picture.
- Next to each person's name, have students write each person's hair color.
- Ask how many people have some family with blond hair.
- Follow-up to that question by asking how many have some family with brown hair. Some with red hair. Some with black hair.
- Ask students why they think their family members might have similar hair colors.
- Write the word heredity on the board.
- Ask if anyone has heard the word heredity before?
- Ask if anyone has heard the word inherited.
- Guide students to understand that we inherit traits like hair color from our parents and our grandparents. Explain that heredity is the scientific word for how you get traits (what you look like and what you can do) from your parents.
- Explain that scientists can predict what color eyes a baby will have by looking at the baby's parents' eyes and the baby's grandparents' eyes.
- The way they make the prediction is by using the Punnett Square.
- Tell students that you are all going to predict the color eyes that a baby will have.
- Draw a square on the board.
- Divide the square into four equal quadrants.
- Point to the top of the square and say; "Here I will write the color of the mother's eyes."
- Point to the left side of the square and say; "Here is where I will write the color of the father's eyes."
- Tell students that scientists use special codes for writing things like eye color and that you are going to teach them how scientists write these things. Explain that in order to really be able to predict the color of the baby's eyes and to use the code, we need to find out the colors of the grandparents' eyes.
- Say the baby's mother has brown eyes. Write MOTHER'S EYES off to the side of the square. Write "Brown" (capitalize the B) under MOTHER'S EYES—as you write this say "The mother's mom has brown eyes." Then write "blue" (lowercase the b) under MOTHER'S EYES—as you write this say "The mother's dad has blue eyes."
- Say the baby's father has blue eyes. Write FATHER'S EYES off to the side of the square as well. Write "blue" (lowercase the b) under FATHER'S EYES—as you write this say "The father's mom has blue eyes." Then write "blue" (lowercase the b) under FATHER'S EYES—as you write this say "The father's dad has blue eyes."



Where Did You Get Those Eyes? -- CONTINUED

- Go back to the Punnett's square. Ask students to remind you where to write the code for the mother's eye color. (On top)
- Write "B" over the first column and "b" over the second column.
- Then write "b" to the left of the first row and "b" to the left of the second row.
- Your square should look like the one below:

	B	b
b		
b		

- Explain to students that this is when the real predicting starts.
- Fill in the empty squares together. A square with a "B" at top and a "b" to the left gets a "Bb" in the square. A square with a "b" at top and a "b" to the left gets a "bb" in the square,
- Make sure that students understand that the letter from the top and the letter from the left both go into the square.
- Your completed Punnett Square should look like the one below:

	B	b
b	Bb	bb
b	Bb	bb

- Tell students they are almost ready to make a prediction. There are four chances for eye color, but first we must be sure everyone can read the code.
- Remind students that the Bb at top represents the mother's eye color. Ask students to recall what color that was. (brown)
- Remind students that the bb to the left represents the father's eye color. Ask students to recall what color that was. (blue)
- Point to the mother's eye color across the top and say; if Bb means brown eyes. Then point to the left side of the square and say; if bb means blue eyes how many chances (out of 4) does the baby have of getting brown eyes? Of getting blue eyes?
- Explain to students to turn to page 12 of the *Autism Acceptance Book* and read the part about different skills and talents. Explain that we get some skills and talents from our parents. The same way we get eye color and hair color. We inherit special traits and talents. Tell students we can predict if babies will get the special traits and talents too.
- Ask if anyone can wiggle their ears or curl their tongues. Say that these traits are inherited like hair color and eye color.
- Scientists might write being able to wiggle your ears as "ww." Scientists might write not being able to wiggle your ears as "Ww" or "WW."
- Have students do a Punnett Square to predict if a baby will be able to wiggle its' ears.



Where Did You Get Those Eyes? – CONTINUED

- Help students start by drawing the empty square and saying; “The baby’s mom can not wiggle her ears. The mom’s mother can wiggle her ears and the mom’s father can not. So I will write “Ww” on the top. The baby’s dad can not wiggle his ears, but the dad’s mother can. The dad’s father can not. So I write “Ww” to the left of the square.” Your square should look like the one below.

	W	w
W		
w		

- Tell students that if there is a capital W in the pair the baby can not wiggle its ears.
- Ask students to tell you how many chances (of 4) the baby has of being able to wiggle its ears. (1 in 4)

STANDARDS:

Understands the principles of heredity and related concepts.



Resources

LITERATURE

Birdwing by Rafe Martin

Thank You, Mr. Falker by Patricia Polacco

I Got a "D" in Salami (Hank Zipzer) by Henry Winkler. Lin Oliver

We'll Paint the Octopus Red by Stephanie Stuve-Bodeen

The Sneetches by Dr. Seuss

WEB SITES

www.character.org

www.tolerance.org

www.education-world.com

www.wrightslaw.com

www.specialneeds.com

ORGANIZATIONS

Autism Speaks www.autismspeaks.org

Autism Society of America www.autism-society.org

Cure Autism Now www.cureautismnow.org

National Alliance for Autism Research www.naar.org