**Annotated Bibliography**

**Disabilities**

**Fifth Grade**

A Dog Called Homeless – Sarah Lean

Description - Fifth-grader Cally Louise Fisher stops talking, partly because her father and brother never speak of her mother who died a year earlier, but visions of her mother, friendships with a homeless man and a disabled boy, and a huge dog ensure that she still communicates.

Ages - 8 to 12 Amazon recommended age range; Lexil: 660L

Reason for Inclusion – I included this book because the characters have disabilities.

Bluefish – Pat Schmatz

Description - Everything changes for thirteen-year-old Travis, a new student who is trying to hide a learning disability, when he meets a remarkable teacher and a sassy classmate with her own secrets.

Ages - 12 and up Amazon recommended age range

Reason for Inclusion – I selected this book because the character has a learning disability and it is targeted at a more advanced reader.

Catherine’s Story – Genevieve Moore and Karin Littlewood

Description - Catherine is a very special girl, and while she cannot walk and talk like other children, she can do other extraordinary things, including walk in her special boots, clap very softly, and listen to others very well

Ages - 5 - 8 years Amazon recommended age range

Reason for Inclusion – I picked for the beautiful pictures and prose. It also give students critical information in a short period of time.

Choose and Dearly Loved - website: <http://www.chosenanddearlyloved.org/>

Description – This is the organization that produced Walter’s Flying Bus, that is mentioned later. The website includes the documentaries of each of the children in the book as well as other interesting information on adaption of children with special needs.

Ages – 4th grade and up – personal experience with site and subject matter.

Reason for Inclusion – There is more background information on the adaption of special needs children and how you can help.

Ekisa – website: <http://www.ekisa.org/>

Description – This is the website for the orphanage mentioned Walter’s Flying Bus. It includes more information about the staff and children.

Ages 4th grade and up – personal experience with site and subject mater

Reason for Inclusion – The site provides more information about the orphanage and children highlighted in the app.

It’s Ok to Be Me - Jennifer Moore-Mallinos and Marta Fabrega

Description - The story of a child on a wheelchair who explain how he can do almost anything that other children can do.

Ages - 4 - 7 years Amazon recommended age range

Reason for Inclusion – The book has some wonderful suggestions at the end of the book that allow students to simulate what it is like to have a disability.

Out of My Mind – Sharon M. Draper

Description - Considered by many to be mentally retarded, a brilliant, impatient fifth-grader with cerebral palsy discovers a technological device that will allow her to speak for the first time.

Ages - Audience 4.3, 5-8 Follett Library Resources; 10-12 years Barnes and Noble

Reason for Inclusion – The main character is the age of the students. I also like that fact that technology is used to assist her with communicating.

Temple Grandin - Sy Montgomery

Description An authorized portrait about Grandin's life with autism and her groundbreaking work as a scientist and designer of cruelty-free livestock facilities describes how she overcame key disabilities through education and the support of her mother.

Ages - 9 and up Amazon recommended age range; 10 – 14 Barnes and Noble

Reason for Inclusion – Temple Grandin is one of the best know adults with autism. Her story is remarkable.

Skateboard Sonar - Eric Stevens

Description - Matty Lyons is a top-notch skateboarder who can do all the coolest tricks. His moves are even more impressive since he's blind. But not everyone is a fan of the talented grinder. During the state's biggest skating competition, former champion Bing Hawtin mocks Matty, saying that a blind kid has no chance to win. But Matty knows something Bing doesn't... seeing isn't everything.

Ages - Reading Level: 2-3, Interest Level: 3-8 from publisher’s website; 8 – 10 Barnes and Noble

Reason for Inclusion – This book will work well for a student reading below grade level. It is also a graphic novel, which may make it more appealing to some student.

Walter’s Flying Bus – Chosen & Dearly Loved – Ipad App

Description - “Walter’s Flying Bus” is inspired by the real-life art and dreams of Walter and his friends, who all live together at a special needs orphanage in Uganda. Walter lives without a family, and was badly burned as a young boy, yet despite his circumstances, he still seeks adventure and dreams of being a bus driver someday.

In "Walter's Flying Bus," Walter finds an abandoned bus and together with the hopes and dreams of his friends, and a little work, the engine soon roars to life! The children realize their dreams are not only inspirational but they have the power to carry them to what they desire most, families that will love them forever.

"Walter's Flying Bus" Features:

• Interactivity within an animated adventure

• Narrated in English, Spanish and Luganda (A primary language of Uganda)

• Inspired by the real-life art and dreams of orphaned children in Uganda

• Fully scored with original music

• Auto Play feature

• Mini-documentaries of the real-life children featured. (Requires Wi-Fi connection)

• Celebrates the beauty and dignity of every child

• Full navigation menu

• Information button (credits)

Ages – K to 5 – experience with the app

Reason for Inclusion – This is a beautiful story and is very accessible to a wide variety of ages and abilities. This was the catalyst for the unit.

Wonderstruck - Brian Selznick

Description - Relates the stories of twelve-year-old Ben, who loses his mother and his hearing in a short time frame and decides to leave his Minnesota home in 1977 to seek the father he has never known in New York City; and Rose, who lives with her father but feels compelled to search for what is missing in her life. Ben's story is told in words; Rose's in pictures.

Ages - Audience 5.0, 5-8 Follett Library Resources; 8 – 12 Barnes and Noble; Lexil: 830L

Reason for Inclusion – While this is a very thick book, it is at the correct reading level. It is fascinating to see how two stories are told through words and pictures.

Views from Our Shoes – Edited by Donald Meyer

Description - Offers advice to siblings of developmentally disabled children, assuring them that they are not alone, and that other kids have had similar experiences

Ages 9 and up Amazon recommended age range; 9 – 12 Barnes and Noble

Reason for Inclusion – It is rare to find a classroom that does not include a sibling or family member dealing with disabilities of some sort. Siblings need to know that they are not alone and there is support for them as well.

**Rational for the set** – The set is made up of books, websites and apps that deal with disabilities. The books include both fiction and non-fiction books. The reading ability ranges from below to above Fifth Grade level. There are also age appropriate books with lots of graphic features. The websites both relate to the Walter’s Flying Bus app and provide background information the students might find interesting.

**Learning Center Activities –** My learning centers are geared around Walter’s Flying Bus and disabilities.

1. The primary activity is to write a letter to one of the children featured in the app. Each small group of students will choose and watch a short documentary about one of the children. The students will then compose a short letter to the child. They need to include the following: school address; the date; salutation; explanation of how they found out about the child; questions to the child; information about the student; complimentary closing; and signature. Students should use their best handwriting and make any corrections in spelling and grammar. When the letter is complete, the students may decorate the letter with the provided stickers, stamps and markers.
2. Another activity would be to use a graphic organizer like a Venn diagram to diagram the similarities and differences between the student, the child in the documentary and the same child in the app.
3. A third activity would be to research a disability of their choice, from a teacher generated list of disabilities and appropriate websites, and write a short synopsis about the disability to share with the class.

**Learning Basis:**

1. Practice writing personal letters to people;
2. To use the distinctive formatting of letter writing;
3. Critically think about how accurately or inaccurately authors portray an actual person when they write;
4. Think about and analyze the similarities and differences between yourself and a character; and
5. Condensing and writing summaries of information.

Instructions

1. Decide with your group which of the documentaries on the children in Walter’s Flying Bus you will watch. You may watch any one of them, but Salina’s.
	1. Code to iPad is 9992
	2. Go to Walter’s Flying Bus app on the last page
	3. Tap the red compass rose in the lower right hand corner
	4. Tap on the film strip
	5. Tap on the picture of the child
2. Watch the documentary on the iPad.
	1. While you are watching, think about what you might like to say to or find out about this child. Also, think about how does the director/writer show the child’s personality in the app and in the documentary.
3. Compose a letter to the child on the color paper using your best handwriting.
4. Remember to include:
	1. The school address:

 Morris Elementary, 1433 Balfour, Grosse Pointe Park, MI 48230 (1)

* 1. The date (2)
	2. Salutation (3)
	3. Where did you find out about them (4)
	4. Ask a few questions (4)
	5. Tell about yourself (4)
	6. Complimentary closing (5)
	7. Signature (6)
	8. Post script if necessary (7)
1. See the example of a friendly letter if you don’t remember the format of a friendly letter.
2. Proof read for spelling and grammar mistakes.
3. After finishing the letter, you make decorate it with stickers, stamps and/or markers.
4. When you are done with the whole project, please turn it into Mrs. A.

**Friendly Letter Format**

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| Return Address Line 1 **1**Return Address Line 2Date (Month Day, Year) **2**  |

Dear Name of Recipient, **3** http://www.letterwritingguide.com/images/space.gifBody Paragraph 1 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . http://www.letterwritingguide.com/images/space.gifBody Paragraph 2 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . http://www.letterwritingguide.com/images/space.gifBody Paragraph 3 . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . **4**

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| Closing (Sincerely...), **5** Signature **6**  |

P.S. **7** |

In the friendly letter format, your address, date, the closing, signature, and printed name are all indented to the right half of the page (how far you indent in is up to you as long as the heading and closing is lined up, use your own discretion and make sure it looks presentable). Also the first line of each paragraph is indented.

**Your Address** **1**
All that is needed is your street address on the first line and the city, state and zip on the second line. (Not needed if the letter is printed on paper with a letterhead already on it.)

**Date** **2**
Put the date on which the letter was written in the format Month Day Year e.g. August 30, 2003. Skip a line between the date and the salutation.

**Salutation** **3**
Usually starts out with Dear so and so, or Hi so and so. Note: There is a comma after the end of the salutation (you can use an exclamation point also if there is a need for some emphasis).

**Body** **4**
The body is where you write the content of the letter; the paragraphs should be single spaced with a skipped line between each paragraph. Skip 2 lines between the end of the body and the closing.

**Closing** **5**
Let's the reader know that you are finished with your letter; usually ends with Sincerely, Sincerely yours, Thank you, and so on. Note that there is a comma after the end of the closing and only the first word in the closing is capitalized.

**Signature** **6**
Your signature will go in this section, usually signed in black or blue ink with a pen. Skip a line after your signature and the P.S.

**P.S.** **7**
If you want to add anything additional to the letter you write a P.S. (post script) and the message after that. You can also add a P.P.S after that and a P.P.P.S. after that and so on.