

Lesson Plan

Trampoline Boy

By Nan Forler

Illustrated by Marion Arbona



Curriculum Connection: Refer to your specific grade level expectations for the following strands: Kindergarten: Demonstrating Literacy and Mathematics Behaviours; Self-Regulation and Well-being; Belonging and Contributing; Language Arts Grades 1-4: Knowledge and Understanding, Thinking, Communication, and Application; Health and Physical Education: Social-Emotional (SEL) Skills.

Grade Level: JK-5

Time: 30-50-minute outdoor session, 2 or more 50-minute indoor periods.

About the Book: Through the eyes of a character we only know as Trampoline Boy, we are invited to understand how he sees the world. His favourite thing to do is jump up and down, up and down on his trampoline. Kids walk by and tease him, but he remains steadfast and calm. One day, a quietly exuberant girl, Peaches, is fascinated by his jumping. Trampoline Boy wordlessly invites her to jump with him, and by spending this time with him, Peaches and readers get to see how important and valuable different perspectives are.

Lesson Snapshot

PART A: BOOK WALK

This activity promotes literacy skills and physical activity in an outdoor learning environment, supports small group/cohort activities and optimizes social distancing strategies. Teachers can choose to stagger small reading groups, or experience the story together as a whole

class. Use of Student Activity Sheets can be assigned to support your daily learning goals. Examples include:

- Group Recorder Page
- New Vocabulary or Word Work
- Observation Sheets (i.e., Literary Devices, Things We Wonder, Possible Inquiry Ideas)
- Reading Strategy Tracker Sheet

PART B: IN-CLASS

Trampoline Boy offers students a chance to interpret lyrical writing in several ways. With its simple language and direct narrative, it can be read as a straight up friendship story. Because of Trampoline Boy's obsession with bouncing and subsequent ostracization, it can also be used to start a discussion about looking at the world through a different lens; respecting diversity; being different and accepting differences. Although there is no reference or context in the book itself, (the publisher's website only mentions "different perspectives") it is an opportunity to look at inclusion for people living with ASD.

The suggested Before, During, and After Reading activities can support instruction and assessment.



Materials:

OUTDOORS

- Storytime Trail signs for text
- Devices to scan QR codes on selected signs (connected to wifi/available data)
- Clipboards and copies of student activity sheets

INDOORS

- iPad, laptop or desktop connected to WiFi
- LCD projector and screen
- Summary Writing Tips Sheets for fiction and non-fiction
- Various student activity sheets

Success Criteria

PART A: BOOK WALK SUCCESS CRITERIA

Before heading outdoors, spend some time with students to co-create success criteria for this outdoor activity. Decide ahead of time if students will be placed into smaller groups or stay together as a whole class. A few ideas to consider while constructing your success criteria could include; staying in your small reading groups, taking turns reading cooperatively, ensuring all members understand or have a chance to share ideas before moving to the next sign, successfully recording observations or assigned tasks while reading, demonstrating responsible use of technology to access QR code content, or various learning skills such as Responsibility, Independent Work or Collaboration.

PART B: IN-CLASS SUCCESS CRITERIA

Use any co-created success criteria that would be relevant during your guided reading lessons. Or you can generate new criteria based on your Learning Goals for the lesson as guided by your Learning Range Plans.

Lesson Details

BEFORE GOING OUTDOORS:

1. Share your co-constructed Book Walk Success Criteria so students are informed about expectations.
2. Share your Learning Goals for the outdoor reading session. Suggested Language Arts focus: literary devices used in poetry. (See specific content in Before Reading.)
3. Establish student groups and explain/assign any specific student jobs or roles.

Student Activity Sheets are included with this lesson plan for use outdoors. These activity sheets are blank so you can assign specific tasks as the students prepare to read the Storytime Trail title. (Examples: Group Recorder: Write down any questions or comments your group has as they read the story. New Vocabulary: record any new or unfamiliar words your group encounters, noting the word in the sentence.)

Suggested topics for Observation Sheets: a) Note the appearance of any animals and give a brief description of their actions; b) Character clothing; c) Note the use of any literary devices, such as alliteration, consonance or assonance. Students can always record certain words or phrases that catch their attention and determine the stylistic device later.

4. Distribute iPads or other devices to scan QR codes, clipboards with applicable student activity sheets.

BEFORE READING:

1. Tell students they will be reading a story outdoors where each page of the book is on a sign. *Trampoline Boy* is written by Nan Forler and illustrated by Marion Arbona. Discuss the terms ‘author’ and ‘illustrator.’ Inform students they will be watching three short video clips from Nan while reading the story out on the trail.
2. Explain how a QR code works (scan the code using a device connected to WiFi to link to the video.) Many students will have experience using this tool. Explain that some signs have QR codes located in the lower right corner and they will be using a device (i.e. iPad, phones, other tablets assigned by you) to access the videos.
3. Most students will think of rhyming as a first device used in poetry. Ask students if they can think of other devices that writers use to create sound effects. You can discuss other devices such as:

- Consonance is repeating the same consonants in words that are near each other. The statement “mummy’s mommy was no common dummy” is an example of consonance because the letter “m” is repeated. If the repeated letters appear only at the beginning of the word, this is known as alliteration. For example, “the big brown bear bit into a blueberry” is an example of alliteration because several words close together begin with the letter “b.”
 - If the letters or sounds that are repeated are vowels instead of consonants—as in “I might like to fight nine pirates at a time”—it is known as assonance. Assonance can be subtle sometimes, and more difficult to identify than consonance or alliteration.
4. Ask students to discuss their experiences with jumping on a trampoline.
 - Does anyone have one in their backyard?
 - Has anyone gone to a public space that has indoor trampolines for parties, holidays or rainy days?
 - Does anyone compete in trampoline as a sport?
 - Who has never been on one before?
 - What is the sensation when jumping on a trampoline? How does it make you feel? How would you describe the sensation to someone who has never experienced it before?
 - What are some of the safety precautions that are advised?
 - Is there any odd perception of the activity (i.e. Would anyone judge you negatively for participating in the activity?)
 5. Discuss what it feels like when someone judges you for being odd, weird or unusual in some way. What were you doing? Have you ever noticed someone doing something you considered odd before? What assumptions were being made in either situation? Were they fair? What is the impact of these assumptions?

Lesson Details (continued)

DURING READING:

1. Monitor student groups; provide any modelled or shared reading where appropriate.
2. Give any of the following prompts:
 - Watch for New Vocabulary or unfamiliar terms and record on sheets. Possible new terms from the text include: trampoline, wispy, boing, weird, wriggled, dewy, teeniest, peered.
 - Record any strategies while reading.
 - Record any ideas for inquiry projects or 'Things We Wonder.'
 - Note the appearances of animals; changes in clothing.
 - Identify examples of consonance, alliteration, assonance, auditory imagery or onomatopoeia. Examples can be captured on Observation Sheets or using the camera on a device.
3. Use your chosen device(s) to scan QR codes. You may need to take turns viewing the short videos in smaller groups due to screen size, volume or sunshine. (The videos are all posted on the website under each book title for viewing.)



4. Watch out for “**Photograph this Sign**” icon on various signs. While students can respond to the question prompts located on the bottom of the sign, out on the trail, your captured image can be displayed back in the classroom to have students recall their answers and ideas to generate a large group discussion and engage in extension activities.

5. Specific Sign Information:

Sign 1/Start:

- a) QR code links to a short video from the author.

Sign 6:

- a) Take a picture of this sign icon. Be sure to capture the whole sign, including the text in the lower portion.

Sign 9:

- a) Take a picture of this sign icon. Be sure to capture the whole sign, including the text in the lower portion.

Sign 11:

- a) Take a picture of this sign icon. Be sure to capture the whole sign, including the text in the lower portion.

Sign 13:

- a) Take a picture of this sign icon. Be sure to capture the whole sign, including the text in the lower portion.

Sign 15:

- a) Take a picture of this sign icon. Be sure to capture the whole sign, including the text in the lower portion.

Sign 17:

- a) Take a picture of this sign icon. Be sure to capture the whole sign, including the text in the lower portion.

Sign 19:

- a) Take a picture of this sign icon. Be sure to capture the whole sign, including the text in the lower portion.

Sign 23:

- a) QR code links to short video from author.

Sign 25:

- a) Take a picture of this sign icon. Be sure to capture the whole sign, including the text in the lower portion.
- b) QR code links to a short video from the author.

AFTER READING:

1. Assign students to write a summary of the Storytime Trail text. They can use the Summary Writing Tips sheet or any other anchor chart your class is currently using. There is a Story Map graphic organizer included in this lesson plan to support younger emergent to fluent writers.

2. Ask if there are any possible inquiry topics the students would like to pursue.

3. Have students share any observations of consonance, alliteration, assonance, auditory imagery or onomatopoeia used in the text. Discuss the impact of using such devices in writing.

4. Using your LCD projector, share the captured images of various signs and review the discussion prompts. Have groups think back to their thoughts and ideas while reading the text outdoors and share them with the larger class. Be sure to note any animal appearances or interesting observations about clothing as you discuss each sign.

You can start as a large group or break students into smaller groups and have a group reporter share experiences.

Special note: although the publisher does not explicitly describe the story in terms of Autism Spectrum Disorder, some students may draw conclusions or make personal connections.

Lesson Details (continued)

a) Share captured image of SIGN 6

Imagine the sounds. There's no one else around Trampoline Boy as he soars through the clouds. Describe what you think it's like to be him for a moment. Are you quiet in thought? Or very aware of things around you? Can you be both? Tell a friend about a time you were really focused on a task.

b) Share captured image of SIGN 9

A Tough Crowd. "Hey, Trampoline Boy, can't you do anything else?" What does this comment suggest about the group of children? Have they noticed him before? How are the children judging him? Look at the illustration and describe what you notice and explain your thinking to a friend. Be ready to compare any differences you see on the next sign.

Have students discuss the first few questions from the sign. Then display the side-by-side image of page 9 and 10 below to help your students discuss any differences they spotted.

c) Share captured image of SIGN 11

Ease the Tease. How does Trampoline Boy respond to the teasing? Can you guess what he is thinking or feeling? Take a moment to notice the other children. Why do you think the illustrator chose to show them from far below? Is Trampoline Boy able to hear their words? Share your ideas.

d) Share captured image of SIGN 13

Who's waiting quietly? Look carefully at the picture. Does anything in the illustration catch your attention? What inferences can you make about some of your observations? Remember, although Peaches isn't doing anything mean, it's never a good idea to break through people's fences!

e) Share captured image of SIGN 15

Wait and Watch. How many different outfits can you count for Peaches? And Trampoline Boy? As readers, what conclusions can we draw from the text and illustrations? Is Peaches merely waiting for the right time to ask, "What are you doing?" Or is she curious about something 'bigger'? Explain what you think is going on.

f) Share captured image of SIGN 17

BOI-OI...STOP. Why do you think he suddenly stopped bouncing? And how do you think Trampoline Boy is feeling? The expression 'early bird catches the worm' means the first one to arrive is successful. Look at the picture carefully. Maybe it means something. Maybe not. How do you interpret it in terms of the story?

g) Share captured image of SIGN 19

Let's all watch. Look at some of the other 'observers' in the picture. How were they behaving before? And why are they showing an interest in Trampoline Boy now? Some readers might assume this is an important message in the story. What do you think? All eyes are watching to see what happens next

h) Share captured image of SIGN 24

Away with Words. Peaches and Trampoline Boy find a way to communicate without using words. Why do you think he doesn't speak to her directly? And should we insist that using words is necessary to understand someone else's point of view? What was Peaches able to learn? What can we all learn from Trampoline Boy? If you could speak to the other children in the story, what would you tell them?

If students suggest Autism Spectrum Disorder, ask them to consider if everyone with ASD is the same. Can some people with ASD use spoken words to communicate their ideas? Could there be other disabilities or reasons why people may not express their ideas through spoken language?

If people don't communicate through spoken language, what are other ways to communicate? Is one way better than the other? Is it even possible to insist we all communicate the same way?

Lesson Details (continued)

FOLLOW UP ACTIVITIES

1. Have your students draft a response to Storytime Trail's Twitter campaign #MovedByStories for each book. You can choose to collect student responses and make posts yourself, or if students have access to your class Twitter account, they can make the post according to your classroom policy. Feel free to take pictures of your students engaging with the book along the trail outdoors or working on lesson material inside. Tag OneWorld Schoolhouse and the author using these handles: @OneWorldSchoolh, @NanForler.

2. The right column contains a list of videos related to the story which can be used as writing or discussion prompts. For example, students can write a short response making connections to the stories. They can also be used to support Inquiry Projects for topics identified by students.

Preview each short YouTube video and decide how you'd like to assign the screening of various clips. Most videos range in length from 2 to 7 minutes in length.



What It's Like Living with Autism: a Nine-year old Explains

6-minute video about a boy's eloquent message to his fourth-grade classmates.



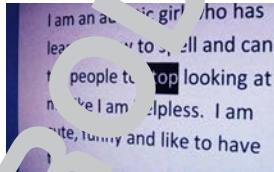
Autism: Animation Explain Autism

5-minute animation video that explains autism in terms kids can understand.



Autism Speaks Canada

6-minute video explaining autism.



Carly Fleishman: Speaking of Autism

A short written description and 7-minute video.



Carly's Cafe: Experience Autism Through Carly's Eyes

Carly Fleishman describing what it's like to experience sensory overload in a coffee cafe. (3-minute video)



Trent: Trampoline Artist

(4-minute video)



Trampoline Park

(2-minute video)



Enika: Trampoline Girl

(5-minute video)



Thomas: Trampoline Boy

(5-minute video)

Group Recorder Activity Sheet

Group Members: _____

Group Recorder: _____

Your teacher has asked you to keep track of your group's observations or thoughts. Write down what your teacher has asked you to record so you can stay on task while working on a Storytime Trail activity.

Topic or assigned task: _____

Member Name	Observation

Group Recorder Activity Sheet (continued)

Member Name	Observation

New Vocabulary OR Word Work Activity Sheet

Group Members: _____

Group Recorder: _____

Your teacher has asked you to keep track of any new vocabulary or unfamiliar terms you come across as you read today's story. Remember to record terms for all group members. It may be helpful to copy the sentence where you see the word or term. Use the back of this page if your teacher has asked you perform a separate task for other Word Work tasks.

Topic or assigned task: _____

Word/Term	Sentence
Example: "Starry sheen"	I'd shine my horn with candy corn to get a starry sheen .

Word Work Task Assigned by Teacher:

NOT FOR REPRODUCTION

Observation Activity Sheet - Specific to pages in the book

Group Members: _____

Group Recorder: _____

Your teacher has asked you to write any observations while reading today's story. Record any topic or focus your teacher has assigned in the space provided.

Topic or assigned task:

Sign #	Brief description of illustration	Observation

Observation Activity Sheet - General topic

Group Members: _____

Group Recorder: _____

Your teacher has asked you to keep track of observations made by group members. This could be “Ideas for inquiry projects”, or “Things We Wonder” that come up as you read. Use the space provided to record ideas.

Topic or focus for observation :

Member name	Observation/ Idea / Question

Reading Strategy Tracker Sheet

Everyone can become a stronger reader when they think about using various reading strategies. Your teacher may ask you to focus on a strategy for **decoding** (like using pictures, or using a spelling pattern); **comprehension** (like making predictions during reading, or using your background knowledge); or **expanding meaning** (making connections or inferring.)

Use the chart below to track any strategies your group uses while reading the Storytime Trail text.

Decoding	Comprehension	Expanding Meaning

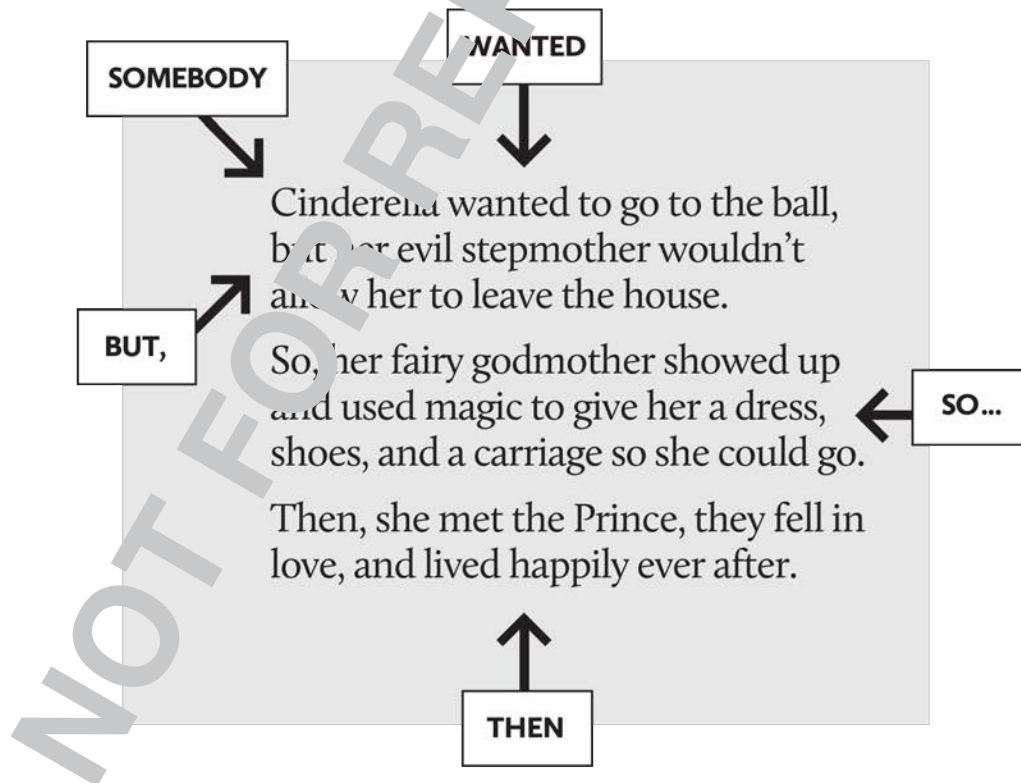
Summary Writing Tips

Use strategies your teacher has shared so far to help you write a summary of each book. Additional reminders to help you write an effective summary are shared below.

FICTION

SOMEBODY	Who is the story about and where are they?
WANTED	What did the main character want?
BUT,	What stopped the character from getting what they wanted? What was the problem?
SO...	How was the problem solved? Did someone do something to fix it?
THEN	How did the story end?

Here's an example:



Summary Writing Tips

Use strategies your teacher has shared so far to help you write a summary of each book. Additional reminders to help you write an effective summary are shared below.

NON-FICTION

- S** STATE IT Name the article or type of text.
- A** ASSIGN Use the author's name of publication.
- A** ACTION Choose a verb like explains, tells.
- C** COMPLETE Finish the sentence by using your main topic.

1. Write an opening sentence using the SAAC formula.
2. Identify 2-5 important details or facts.
3. Write a conclusion sentence that summarizes your big idea.

Here's an example:

