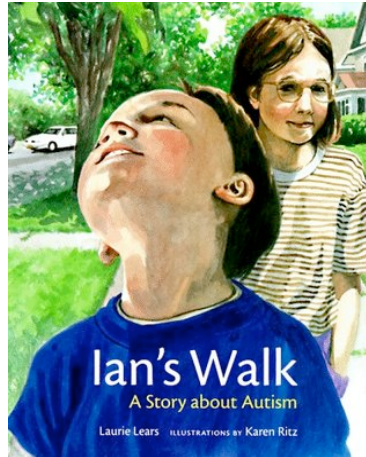


LESSON PLAN: IAN'S WALK: A STORY ABOUT AUTISM

Written by Laurie Lears / Illustrated by Karen Ritz



Objective:

- Students will be able to understand and describe some of the behaviors and traits that are associated with autism.

New York State Learning Standards:

Kindergarten: 1-7, 9-11

First Grade: 1-7, 9, 11

Second Grade: 1, 3, 5-7, 9, 11

Materials:

Ian's Walk: A Story about Autism, Chart paper, crayons, drawing paper/construction paper

Vocabulary:

autism

advocate

responsibility

compassion

toleration

unpredictable

isolation

appreciation

embarrassment

Before Reading:

- Show students the book's cover and the inside pictures.
- Use the information contained in "A Note about Autism" in the front of the book to discuss the term autism and how it may affect a child's relationship with their family.
- Tell students that this story is about Ian, who has autism, and how he relates to life with his sisters, Tara and Julie, on a walk around their neighborhood.

- Ask them to describe what they see Ian, Tara, and Julie doing. Ask students to listen for ways that Ben handles different situations and how his sisters react as you are reading.

Reading:

Read *Ian's Walk: A Story about Autism* aloud to students.

Discussion Questions:

Ask students the following questions so they can reflect and think critically about the story:

Page 2:

Why do Ian's sisters need to watch him closely when they go to visit the park? Which character is telling the story?

Page 4:

What does Ian do in Nan's Diner? How do you think Julie feels about his behavior?

Page 6:

How does Ian react to the noise of the fire truck? What does Julie mean when she says Ian hears things differently?

Page 8:

Why does Julie think that Ian smells things differently? Why does she yank him away from smelling the bricks at the post office? How do you think Julie feels when Ian does this?

Page 10:

Why does Julie say that Ian feels things differently when they go to the pond? If Ian was your brother how would you handle it if other people stared at him lying on the ground?

Page 12:

Why does Ian sometimes make his sister angry? Why do you think that Julie says that Ian tastes things differently too?

Pages 16-17:

What do Ian's sisters do when they realize that he is missing? Where do other people in the park think he might be?

Pages 18-20:

What is Julie doing when she closes her eyes? How does it help her find Ian?

Page 22:

What do Ian's sisters do once they find him?

Pages 24-28:

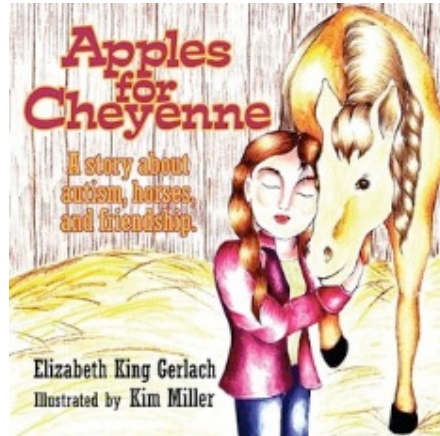
How do Ian's sisters feel about him? Give examples of illustrations or text that show Tara and Julie's love for their brother. How did the author use the five senses to show how Ian experienced the world differently from his sisters? What are some of Ian's likes and dislikes?

Guided Practice:

- Create a chart with three columns and the following headings: Characters, Setting, Events.
- Ask students to identify the characters in the story.
- Have them take turns identifying /writing these under the correct column.
- Follow the same procedure for the different settings in the story (the diner, the park, the flower stand, etc.) and events that took place.
- Have students choose one character, one setting and one event from the chart and draw a picture depicting the event (such as Ian getting lost, Ian smelling the bricks at the post office, Ian lining up stones on the walkway, etc.) from that character's point of view.
- Have them write one or two sentences describing their picture.

LESSON PLAN: APPLES FOR CHEYENNE: A STORY ABOUT AUTISM, HORSES, AND FRIENDSHIP

Written by Elizabeth King Gerlach / Illustrated by Kim Miller



Objective:

- Students will be able to understand and describe some of the behaviors and traits that are associated with autism.

New York State Learning Standards:

Kindergarten: 1-7, 9-11

First Grade: 1-7, 9, 11

Second Grade: 1-7, 11

Vocabulary:

wheelchair	mirror	ocean	horseback ride
stall	barn	reins	bridle
ramp	saddle	corral	trot

Before Reading:

- Tell students that this is another book they will read about autism, but this time it is about a girl named Rachel who develops a special friendship with a horse named Cheyenne.
- Briefly discuss the title.
- Ask students to look at the illustrations and make some predictions about what they think will happen in the story. List their predictions on the chalkboard.
- Have students identify Rachel and what she is doing in the illustrations.
- Also identify the other characters: Ben and his horse Coco, Julie and her horse Pixie, Cheyenne (Rachel's horse), and Lana, (Rachel's teacher).

- **Note to the teacher:** Consult page 41 for more information on how to discuss autism with children.

Reading:

Read *Apples for Cheyenne* aloud to the class.

Discussion Questions:

Ask students the following questions so they can reflect and think critically about the story:

Page 1:

How does Rachel feel when she smells the salty air? What does she know will happen next?

Page 3:

Do you think a horse can be a friend? Why or Why not? What do we learn about Rachel on this page?

Page 5:

What are Ben and Julie doing at the barn?

Page 9:

Why is Cheyenne special to Rachel? How does she feel when she looks in his eyes?

Page 15:

How does using the ramp to get on Cheyenne make Rachel feel? Think of something you learned to do by yourself that makes you feel good.

Pages 17-19:

What do Rachel and Ben do while they are riding? How does this make Rachel feel? How do the horses react to their riders?

Page 21:

What does Rachel like about riding near the ocean? How can you tell that Rachel is having fun with Julie and Ben as well as the horses?

Page 25:

How do we know when Rachel is happy?

Page 27:

Why does Julie like to focus her eyes right between the horse's ears?

Page 29:

What is waiting back at the barn for Cheyenne? What does Rachel do after riding?

Page 33:

What does Rachel do that shows how she is feeling about Cheyenne after giving him his apple?

Guided Practice:

- Ask students to fold a piece of paper in half and write Rachel on one side and Cheyenne on the other side.
- Help them think of descriptive words/sentences from the book that describe Rachel, such as: Some sounds hurt her ears. She likes the ocean. Rachel rocks back and forth to show she is happy after riding Cheyenne.
- Do the same to describe Cheyenne, such as: He has round brown eyes and long, black lashes. Cheyenne nuzzles her hand with his soft nose.
- Write these on a chart for children to refer to. Ask them to choose two sentences to write about Rachel and two about Cheyenne. Have students draw illustrations to match their descriptions of each character.

Closure:

- Discuss the similarities and differences between the two books after reading and completing the activities.
- Discuss how both Rachel and Ian relied on their five senses a lot in these stories.
- For the following questions, allow students to work with a partner before sharing their responses with the whole group. Write each of the questions on a piece of chart paper. Have students take turns recording the group's responses to the questions.
 - What are the five senses?
 - How do we experience the world using our five senses?
 - What behaviors do Rachel and Ian engage in to feel calm, happy, and relaxed?
 - What behaviors do you engage in to feel calm, happy, and relaxed?
 - Do you find change difficult to deal with?
 - Do you ever do the same thing over and over?
 - Are you bothered by certain smells, sights, or sounds?
 - Do you need to do certain things the same way every time? Why or Why not?

Bonus Activities:

Discuss the topic of Hippotherapy by consulting the "Therapeutic Animals PowerPoint" located on the Museum of disABILITY History website: <http://museumofdisability.org/>.

****Ian’s sisters help him when he goes to the park, but many people with autism like to help themselves. This is called “Self-Advocacy.”**

- **Have the students explore the history of self-advocacy as it relates to autism by accessing the internet, library, and the Advocacy Section on the Museum of disABILITY History website: <http://museumofdisability.org> .**
- **Have students write a 1-2 page biography of a self-advocate and/or create a self-advocacy collage/mural as a class.**

This worksheet can be used as an independent activity for students to complete on their own before discussing as a group. For other students, it can be used as part of a discussion and extension activity to stimulate thinking about how Rachel and Ian are the same and different from each other and from them.

Ian, Rachel, and You

How are Ian and Rachel similar to each other?	How are Ian and Rachel different from each other?	How are you similar to Ian and Rachel?	How are you different from Ian and Rachel?
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Bibliography:

King Gerlach, Elizabeth. *Apples for Cheyenne: A Story About Autism, Horses, and Friendship*. Arlington, Texas: Future Horizons, 2010.

Lears, Laurie. *Ian's Walk: A Story About Autism*. Chicago, Illinois: Albert Whitman & Company, 1998.