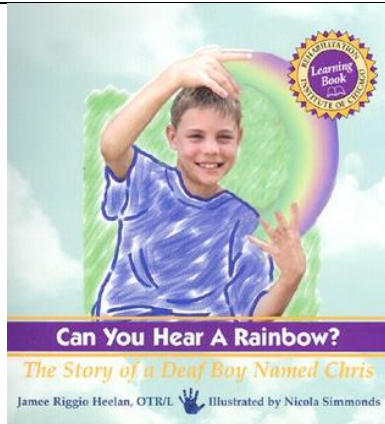


LESSON PLAN: CAN YOU HEAR A RAINBOW?

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Objectives:

- Students will be able to describe the different types of communication used by people who are deaf.
- Students will become aware of the need to see the person, not the disability.

New York State Learning Standards:

Pre-Kindergarten: 1-5, 7, 9, 10, 11

Kindergarten: 1-7; 9-11

First Grade: 1-7, 9-11

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

Materials:

Can You Hear a Rainbow?

Arthur: Sign Design: <http://pbskids.org/arthur/print/signdesign/>

American Sign Language Alphabet: <http://pbskids.org/mayaandmiguel/english/print/aslalphabet.html>

Venn diagram

Vocabulary:

applause	communicate	devices	high-pitched
microphones	speech therapist	audiologist	hearing aids
interpreter	lip-reading	music box	vibrations
deaf	American Sign Language		

Before Reading:

- Introduce the book as a story about Chris, his friends, and the things he likes to do.
- Ask students to take a picture walk through the book and observe what they notice about the illustrations and how this may be different from illustrations in other books they have read.
- Ask students to think about some of the ways Chris could communicate with others that may be different because he is deaf.
- Ask students to choose their favorite illustration and predict what is happening in the picture.
- Tell students to think of ways that they are alike and different from Chris as they read this book.

Reading:

Read *Can You Hear a Rainbow?* aloud to the class.

Discussion Questions:

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

Page 1:

How did Chris's parents find out that he was deaf when he was a baby?

Pages 3-4:

What are some of the everyday sounds that Chris says he cannot hear? What does Chris compare not being able to hear to? How does being deaf change the way Chris talks?

Page 6:

What is an audiologist? How do hearing aids help Chris even though magnifying the sounds will not help him hear?

Pages 7-8:

How does Chris communicate with people sometimes without talking? Can Chris communicate with people who do not know how to sign? Why or Why Not?

Page 10:

What is the third way of communicating that Chris has learned to help him understand what people are saying? How do all three ways of communicating work together for Chris?

Page 12:

How does Chris use his other senses to understand what is going on around him?

Pages 14-15:

How does Chris use his eyesight to understand what his coach and mom who are signing from the sidelines are saying to him during the game? What sport is Chris playing? How do you use your senses when you are playing sports?

Pages 16-17:

How does Chris wake up in the morning? How is his way different from that of his brothers and sister? Who helps Chris at school? What does she do?

Page 19:

What are some words that Chris taught Dominic in sign language? How does Chris think that he and Dominic are different and the same? Think of one thing you have in common with Chris and one thing that may be different.

Page 20:

What do Chris and Samantha both like to do? How are they the same? What do they do when they are performing on stage?

Page 23:

How do Chris and Samantha know when people are enjoying their performance? What do their friends do during the play that lets the audience know what they are signing?

Page 24:

What play did Chris and Samantha act in? Why did Dominic think it was the best play he had ever seen? Have you ever read *The Velveteen Rabbit*? What is it about?

Pages 26-27:

What are the ways that Chris describes that he is different from and the same as Dominic and Samantha?

Page 28:

What does Dominic say when Chris asks him if he can hear a rainbow?

Page 30:

What is important to Chris at the end of the story? What did you learn from reading this story?



Activity 1:

Ask students to help describe Chris. Possible responses may include:

- He likes his dog.
- He likes to play sports, especially soccer.
- He has a lot of friends.
- He likes to be in plays.
- He is deaf.

***Note:** The idea is to help students see that they are more like people with disabilities than they are different.

- Use a Venn diagram to compare ways that Chris is the same as and different from them.
- In the outer circles have students write ways that they are different and in the inner circles write ways that they are the same as Chris.
- Draw a Venn diagram on the chalkboard or provide individual Venn diagrams for students to complete on their own (sample attached).
- Younger students could draw a picture of one way they are the same as or different from Chris and dictate simple sentences about their drawings.

Activity 2:

Ask students to make a list of how Chris is able to communicate. Possible responses are:

- He goes to a doctor called an audiologist.
- He has hearing aids.
- He uses American Sign Language.
- His mom helps him by signing his coach's comments during soccer matches.
- He has an interpreter at school.
- He taught his friend Dominic to sign.
- He reads lips.
- He uses his ability to see.
- He uses his sense of smell.
- He has an alarm clock that vibrates.

Discuss all of the different ways Chris communicates.

Talk about one of the forms of communication that Chris uses is called American Sign Language.

Refer to the American Sign Language Alphabet on the PBS Kids website (Maya and Miguel)

referenced in the Helen Keller web site (sample attached). See additional sites on signing in the Materials section.



- Refer back to the lesson plan for *A Picture Book of Helen Keller*, and remind students of how Helen Keller created her own signs for different things (such as: “mother,” “bread,” etc.). Then, instruct students to create their own signs for things and then compare these “created signs” to the actual sign in American Sign Language.

***Note:** Adapt this lesson according to the ability and skill levels of your students. Students can learn to sign just their names or names of animals, places, simple sentences, etc.