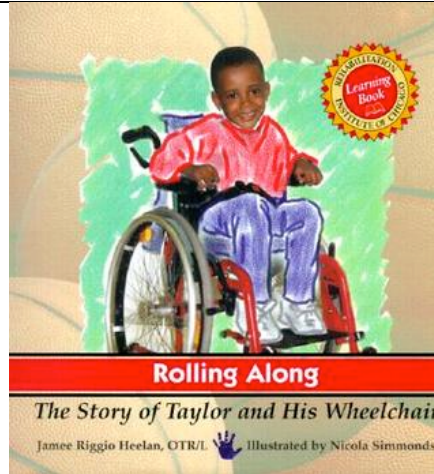


# LESSON PLAN: ROLLING ALONG

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## Objective:

- Students will identify different ways in which people with cerebral palsy can build strength and mobility.
- Students will demonstrate an understanding of how wheelchairs, walkers, and other assistive devices can help people with disabilities become more independent.

## New York State Learning Standards:

Pre-Kindergarten: 1-7, 9-11  
Kindergarten: 1-4, 6-7, 9-11  
First Grade: 1-7, 9, 11  
Second Grade: 1, 3, 5-7, 9, 11

## Materials:

*Rolling Along: The Story of Taylor and His Wheelchair*, Flower graphic organizer, drawing paper, crayons, and journals.

## Vocabulary:

balance	cerebral palsy	muscles	physical therapist
brain	independence	leg braces	walker
ramp	stretch	therapy	wheelchair

## Note to the teacher:

- When you define Cerebral Palsy to your students, describe and explain in simple language. Consult the Museum of disABILITY History website for assistance.

### **Before Reading:**

- Take a picture walk through the book. Have students identify how this book's illustrations may be different from other books they have read (use of photographs and illustrations).
- Ask them what other book they have read in this unit has the same kind of illustrations, same author and illustrator. (*Can You Hear a Rainbow?*)
- Point out some of the vocabulary words as they are shown in the illustrations (walker, wheelchair, and ramp).
- Ask students to predict what this story is about. Write these on a chart or the chalkboard to refer to after reading.

### **Reading:**

Read the book aloud to students.

### **Discussion Questions:**

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

Pages 1-2:

Who is telling the story? What did we find out about Taylor and Tyler?

Pages 3-4:

How are Tyler and Taylor different? What does Taylor tell us about himself?

Pages 5-6:

Why does Taylor see a physical therapist? How does she help him? What does Taylor tell us about his friends he sees in physical therapy? How does physical therapy help Taylor and his friends?

Pages 7-8:

What did Kathryn teach Taylor to use? Do you think he likes it? Why or Why not? Why does Taylor sometimes get frustrated?

Pages 9-10:

What else does Kathryn teach Taylor to do in physical therapy? Do you think this would be easy or hard at first? Why or Why not? Do you think using a wheelchair is a good idea for Taylor? Why?

Pages 11-12:

Why does Taylor's friend feel sorry for him when he finds out Taylor will be using a wheelchair when he has to go for long distances? What does Taylor tell him? Why is it a good idea for Taylor to have both a walker and a wheelchair?

Pages 13-14:

What does Taylor receive? What does it look like? Why is he excited about it?

Pages 15-16:

What does Taylor learn how to do in his wheelchair? How does "popping a wheelie" help Taylor move around in his wheelchair? How does Tyler help Taylor learn how to "pop a wheelie"?

Pages 17-18:

What kind of obstacles does Taylor have to deal with in buildings when he is in his wheelchair?

Pages 19-22:

What are some important changes that schools and other buildings have made to help people travelling in wheelchairs get around faster?

Pages 23-24:

How is Taylor able to get a drink from the water fountain and wash his hands in the bathroom when he is in his wheelchair?

Pages 25-26:

What do Tyler and Taylor do when they get home from school? Why is this important for Taylor?

Pages 27-29:

How do Tyler and Taylor play basketball together? Why does Taylor say that his wheelchair helps him do more things on his own? What does he mean when he says, "Nothing can stop me now," at the end of the story?

\*Refer back to predictions made before reading and ask students to identify which ones were correct and which ones changed after reading the story.

### **Guided Practice Activity 1:**

Ask students to choose one of the questions below and respond to it by writing in their journals. Younger children can respond by drawing a picture to answer one of the questions and dictate or write a sentence about their picture. Allow time to share journal writings or pictures with the class.

- Who in Taylor’s life helps him achieve his goals? What “circles of support” does he have?
- Can you think of ways in which you are helped by other people?
- Why is it important that we help one another?

### **Guided Practice Activity 2:**

- Discuss the important ideas in the story. Guide students with organizing the information on the flower graphic organizer (sample attached). Ask them to write Taylor’s name in the center of the flower and important details of the story in each petal. Younger students can draw pictures, older students can write sentences in each of the petals.
- Ask students to identify their favorite detail in the book.

### **Closure:**

Ask students if they know of any accommodations in their own school or neighborhood that help increase accessibility for people with disabilities.