

# Lesson Plan

## Trampoline Boy

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**Lesson:** How we should look at the world through different eyes now and then.

**Curriculum Connection:** Language Arts

**Grade Level:** Grades 3 - 5

**Time:** Approximately 50 minutes



### Lesson Snapshot

The lesson will invite students to read the lyrical picture book *Trampoline Boy* in several ways. With its simple language and direct narrative, it could 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 being different and accepting differences. Although there is no reference or context in the book itself about being on the autism spectrum, (the publisher's website only mentions "different perspectives") it is an opportunity to look at inclusion for classmates on the autism spectrum.

### 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 favorite 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.

### 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 Course Outlines or Long-Range Plans.

### Curriculum Expectations

See side-by-side Selected Reading Expectations Chart for each grade level.

### Materials

- 5 copies of *Trampoline Boy*
- iPad or laptop
- Chart paper or definition copies, markers, glue sticks, sticky notes, pencils, 'Placemats'

## Lesson Details

### BEFORE READING

1. Share the Learning Goal for today's lesson and develop Success Criteria.

2. Most students will think of rhyming as a first device used in poetry. Ask students if they know 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 words, 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 pretty subtle sometimes, and more difficult to identify than consonance or alliteration.

- Sometimes a poet might want to make you imagine you're hearing something. This is part of a concept called **auditory imagery**, or giving an impression of how something sounds. One common way to create auditory imagery is through the use of **onomatopoeia**. Think about words that describe a sound—words like buzz, clap or meow. When you say them aloud, they kind of sound like what they are describing. For example, the "zz" in the word buzz kind of sounds like the noise a bee makes.

You may wish to record these terms or definitions on chart paper for reference (i.e. 'During Reading' Activity #3) or have definitions photocopied on slips of paper to be glued into the space provided in the 'Before Reading' section of the Student Workbook. As alternative: Create a 'Placemat' for examples written on sticky notes to be placed as they are discovered.

3. 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?)

4. 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?

### DURING READING

1. The **Watch For New Vocabulary** section in the Student Workbook is a place for students to record new terms before or during reading. Students can record unfamiliar words on sticky notes or write them directly into the space provided.

Assign routine 'Word Work' activities your students are familiar with using the new terms from the text as you cycle through your literacy centres or reading program schedule.

Possible new vocabulary from the text: trampoline, wispy, boing, weird, wriggled, dewy, teeniest, peered.

2. Using your selected reading strategy(s) or explicit reading instruction for each group, read through the book with students, making anecdotal notes on a document for tracking and assessment purposes.

The Student Workbook has **Decoding, Comprehension** or **Expanding Meaning** charts. During your lesson, have students record what strategies they are using to help them become more strategic and effective readers.

3. As students read, have them record any examples of sound effect devices used, such as **consonance, alliteration, assonance, auditory imagery or onomatopoeia** on sticky notes. These can be added to your "Placemat" or class chart.

### AFTER READING

1. Assign students to write a summary using the pages of the 'Summary Section' in the Student Workbook. (See examples provided for both fiction and non-fiction, or use anchor charts your students are currently using for this skill.) Sticker "Badges" can be given after students complete their summary. **Your classroom kit provided a sheet of sticker badges/student (each book has a specific badge.)**

2. When the other children pass by and call out, "Hey, Trampoline Boy, can't you do anything else?" what does this suggest about the group of children? Have they noticed him before? Does the comment suggest envy or admiration by the children or a negative judgement? Look at the illustration and describe what you notice. Explain your thinking.

3. How does Trampoline Boy respond to the teasing? What conclusion or judgement do the other children make?

4. Why does Peaches spend time quietly watching Trampoline Boy for so long? Look at the illustration that accompanies the text:

*"Every morning, Peaches crawled under the fence.  
Every afternoon, she stood by the trampoline.  
Every evening, she sat on the dewy, green grass  
and watched him bounce."*

What do you think Peaches is thinking as she watches him? How many different outfits is Peaches wearing and what does this suggest? (Does this prompt make students think she watches him over many days? Explore what inferences are they make. Do students merely think she is waiting for the right time to ask him what he is doing? Or is she curious about something ‘bigger’?)

5. When Peaches finally whispers to Trampoline Boy “I wish I could see what you see up in that blue, blue sky,” why do you think he suddenly stops bouncing? How would you compare her comment to the nasty remarks made by the other children? How do you think Trampoline Boy feels? What does Peaches discover by bouncing with him?

6. How do Peaches and Trampoline Boy communicate since he doesn’t speak directly to her? Why do you think he doesn’t speak? (If students suggest Autism Spectrum Disorder, ask if everyone with ASD is non-verbal? Could there be other disabilities where people don’t have the ability to 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? Should we insist everyone communicate the same way? Is that even possible?

## FOLLOW-UP ACTIVITIES

1. Have students draft a response to ReadAble’s Twitter campaign #CanYouImagine for each book. You can choose to collect student responses and make posts yourself, or if students have access to your class Twitter account, can make the post according to your classroom policy. Feel free to take pictures of your students engaging with each title.

2. Have students go to the “Other Stories” hub and select: **What It’s Like Living With Autism: a Nine-year old Explains**. It features a 6 minute video about a boy’s eloquent message to his fourth-grade classmates. After students have watched the video, have them write a short response making connections to both stories.

3. Have students go to the “Other Stories” hub to learn more about Autism Spectrum Disorder and write a short report. A variety of “Other Stories” include;

(a) **Awesome Animation Explains Autism**–A 5 minute animation video that explains autism in terms kids can understand.

(b) **Autism Speaks Canada**–A 6 min. video explaining autism.

(c) **Carly Fleishman: Speaking of Autism**–A short written description and 7 minute video of Carly.

(d) **Carly’s Cafe: Experience Autism Through Carly’s Eyes** –A 3 minute video that features Carly Fleishman describing what it’s like to experience sensory overload in a coffee cafe.

4. Have students go to the “Other Stories” hub to watch one or more of the following stories about Autism and trampolines. Students can then write a few paragraphs as a response, making connections between the video stories and *Trampoline Boy*.

(a) **Trent: Trampoline Artist**–4 minute video.

(b) **Trampoline Park**–2 minute video.

(c) **Enika: Trampoline Girl**–5 minute video.

(d) **Thomas: Trampoline Boy**–5 minute video.

## THE READABLEFEST WEBSITE LINKS TO “OTHER STORIES”



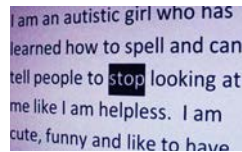
**What It’s Like Living With Autism: A Nine-year old Explains**



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