


Lesson Plan: Seeing the Ability, Not the Disability
5th Grade Lesson Plan

Disability:	Autism Spectrum Disorder (ASD)
Literature:	Cardona, R. (2019). <i>Women in science: Temple Grandin</i> (I. Lundie, Illus.). Scholastic Library Publishing. 
Grade Level:	5 th Grade
Lesson Plan Overview:	<u>Lesson One:</u> Classroom Spectrum <u>Lesson Two:</u> Respecting Differences <u>Lesson Three:</u> Empathy For Others <u>Lesson Four:</u> Differences Coming Together

Lesson One: Classroom Spectrum (Pages 5-11)

Objectives:
Students will be able to... <ul style="list-style-type: none">• Understand the characteristics of Autism Spectrum Disorder (ASD).• Understand the importance of accepting and valuing differences.
Materials:
<ul style="list-style-type: none">• <i>Women in Science: Temple Grandin</i> by Ruby Cardona (pages 5-11); 1 per whole-class• Topic List (attached); 1 per whole-class• Rate Signs (attached); 1 set per whole-class• What's Your Spectrum Color? Student Worksheet (attached); 1 per student• Spectrum Rectangles (attached); 1 per student• Awareness Bulletin Board (example attached); 1 per whole-class
Procedure:

Introduction:

1. Open the lesson with a question-led whole-class discussion that introduces students to the idea of differences and diversity.
 - First, ask students, “Are all people the same?”
 - Second, ask students, “How are people different from and similar to each other?”
2. Following the discussion of each question, introduce students to Ruby Cardona’s book, *Women in Science: Temple Grandin*.
 - Explain to students that Temple Grandin is someone that some may consider different, as she is an individual with Autism Spectrum Disorder (ASD).
3. Have students gather and sit at the front of the room for the read aloud of pages 5-11 in *Women in Science: Temple Grandin*.
 - After reading aloud the signs and symptoms of ASD on page 9, pause for a brief discussion with students.
 - Ask students, “How might these make some with Autism appear different from others?”
 - After reading aloud the Autism Spectrum on page 11, pause for a brief discussion with students.
 - Ask students, “Can anyone tell me what a spectrum is?” Following student responses, highlight that a spectrum is used to represent that many differences within something.
 - Then, ask students, “If a spectrum represents differences, then what does the Autism Spectrum represent?” Following student responses, highlight the idea that just like everyone else, individuals with ASD also have differences from one another.

Exploration:

1. Begin the Classroom Spectrum activity by explaining the activity to the whole-class and passing out the What’s Your Spectrum Color? worksheet to each student.
 - Explain that students will be read aloud a list of topics that they will rate from 1-10, with 1 being that they do not like it and 10 being that they really like it. Also explain that after each topic is read aloud, students will move to the area in the classroom labeled with the number (i.e., Rate Sign) they selected as their rate for the topic.
 - Explain that students will also be filling out their What’s Your Spectrum Color? worksheet during the activity to track what they rated each topic.
2. Read aloud the topics from the Topic List one-by-one and allow students enough time to transition to the area corresponding to their rate and to log the rate they selected on the What’s Your Spectrum Color? worksheet.
3. After all topics have been completed, have students return to the whole-class setting and have students find the average of all their rate scores.

4. Once all students have solved for their averages, ask them to look at the color ranges at the bottom of their What's Your Spectrum Color? worksheet to find which color their average matches.
5. After matching their average to a color, pass out one Spectrum Rectangle to each student and have them color it using the color that matches their average. Students may also choose to write their name on this piece, but this is optional.
6. Once all students have colored their Spectrum Rectangle, have them come up and place it on the Classroom Spectrum located on the Awareness Bulletin Board.
7. After each student has placed their Spectrum Rectangle on the board, connect this activity to both the reading and idea of differences.
 - Ask students, "What does the spectrum we created represent?" Following student responses, emphasize that this Classroom Spectrum represents the various differences we have from one another.
 - Then, tell students, "You may notice that some of your classmates have the same color as you- does that mean you rated every topic the same?" Following student responses, emphasize that although you may not have rated all topics the same because you like different things, you still have similarities to one another that is shown by your shared color.
 - Then, ask students, "Why is it important that we now know that even with differences we are similar?" Following student responses, emphasize the importance of accepting and valuing the differences of others and how we may have similarities with others who are different than us.
 - To connect with the reading, ask students the following series of questions:
 - "Now that we know how similar and different we are from one another, do you think that we also have similarities and differences with people who have Autism?"
 - "How should we treat those differences?"

Conclusion:

1. Following the activity, bring this lesson to a close by having a whole-class discussion with students about Autism Spectrum Disorder (i.e., using the information provided in the reading) and the importance of differences and how we need to accept and value you them.
 - During this time, encourage and allow students to ask any questions they may have about Autism Spectrum Disorder or anything else they wondered about during the lesson.

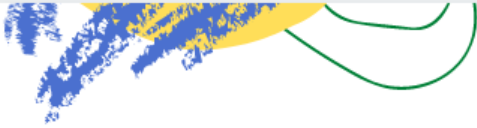
Topic List:

Topic List:	
• Topic 1: Video Games	• Topic 6: Reading
• Topic 2: Homework	• Topic 7: Arts and Crafts
• Topic 3: Playing Outside	• Topic 8: Watching Movies
• Topic 4: Board Games	• Topic 9: Math
• Topic 5: Science	• Topic 10: Sports

Rate Signs:

1	6
2	7
3	8
4	9
5	10

Student Worksheet: What's your Spectrum Color?



Name
.....

Date
.....

What's Your Spectrum Color?

After each topic is read-aloud, rate it between 1-10 (1 = you do not like it; 10 = you really like it). Move to the area that is labeled with your rate for each topic. Be sure to record each of your rates in the spaces below.

Topics:	Rates:
✦ Topic 1: Video Games	_____
✦ Topic 2: Homework	_____
✦ Topic 3: Playing Outside	_____
✦ Topic 4: Board Games	_____
✦ Topic 5: Science	_____
✦ Topic 6: Reading	_____
✦ Topic 7: Arts and Crafts	_____
✦ Topic 8: Watching Movies	_____
✦ Topic 9: Math	_____
✦ Topic 10: Sports	_____

Average:

Use this box to calculate the average of your rates. To find this, add all your rates together and divide the sum by 10.

Find Your Color...



Averages:
1-2



Averages:
3-4



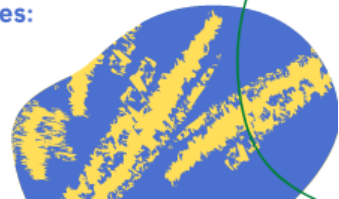
Averages:
5-6



Averages:
7-8



Averages:
9-10



Spectrum Rectangle:



Awareness Bulletin Board (Example):

AUTISM AWARENESS

OUR CLASSROOM SPECTRUM

EMPATHY FOR OTHERS

DIFFERENCES COMING TOGETHER

Filled in during Lesson 4: Differences Coming Together

Filled in during Lesson 3: Empathy For Others

Lesson Two: Respecting Differences (Pages 12-19)

Objectives:

Students will be able to...

- Identify and understand the ways in which their actions impact the feelings of others.
- Connect with the text and experience of others with Autism Spectrum Disorder.

Materials:

- *Women in Science: Temple Grandin* by Ruby Cardona (pages 12-19); 1 per whole-class
- Sentence Strips; 1 set per whole-class

Procedure:

Introduction:

1. Open this lesson by refreshing students on their learning from the previous lesson by asking students, "Can someone tell me what we learned from the previous activity?" Following student responses, highlight that students learned about Autism Spectrum Disorder and the importance of accepting and valuing the differences of others.
2. Following this refresh, have a brief discussion with students.
 - Ask students, "What does it mean to be different?"
 - Then, ask students, "What are some ways that others see differences? Do they see them as positive or negative, why?"
 - Then, ask students, "Can anyone tell me what bullying means?" Following student responses, be sure to emphasize that bullies tend to act negatively toward people who they perceive as different.
3. Following this discussion, explain to students that we will be exploring these differences even further by reading more of *Women in Science: Temple Grandin*.
4. Have students gather and sit at the front of the room and begin reading aloud pages 12-19 of *Women in Science: Temple Grandin*.
 - After reading pages 12-11, ask students, "How do you think the way Temple Grandin's peers treated her made her feel?"
5. Following the reading, ask students to make connections with Temple Grandin's experience.
 - Ask students, "Can anyone relate to Temple Grandin's experience at school?" It is important to note that students should only share if they feel comfortable to volunteer.

Exploration:

1. Introduce the Without Words activity to the whole-class and pass out one Sentence Strip to each student.
 - Explain to students that they will have to communicate their Sentence Strip with the class without using any words or letters.
2. Have each student communicate their Sentence Strip in front of the class one-by-one.
3. After each student has gone, have a brief discussion with students about the activity.
 - Ask students, “Did you find it difficult or easy to communicate your Sentence Strip with the class?”
 - Then, ask students, “How did this difficulty make you feel? Were you frustrated?”
 - Then, ask students, “When your classmates laughed during your struggle, how did this make you feel?”
4. After discussing the activity, have a brief discussion with students to connect the reading with the activity,
 - Ask students, “How do you think this activity related to Temple Grandin’s experience?” Following student responses, emphasize that the two are related because Temple Grandin was bullied due to her difficulties with speech and communication.
 - Ask students, “Do you think other people, possibly your peers, who have Autism may have these same experiences and feelings?”

Conclusion:

1. Following this activity and discussion, bring this lesson to a close by having a whole-class discussion with students.
 - Ask students, “Based on how you felt during this activity, how might you act in the future to make sure others don’t feel this way?”

Sentence Strips Set:

The brown bear walked through the forest.

The small dog barked at the squirrel.

A large wave crashed on the shore.

A black cat crossed the street.

The red crab crawled on the sea floor.

The eagle soared through the blue sky.

A little boy played with large blocks.

A volcano erupts with lava and smoke.

The young girl laughed with her friends.

The quick brown horse won the race.

Lesson Three: Empathy For Others (Pages 20-23)

Objectives:

Students will be able to...

- Define and understand empathy.
- Apply their knowledge about diversity to their real-world through promise statements for action and change.

Materials:

- *Women in Science: Temple Grandin* by Ruby Cardona (pages 20-23); 1 per whole-class
- Roll of Colored Duck Tape; 1 per whole-class
- Promise Statement Squares (attached); 1 per student
- Awareness Bulletin Board (example attached); 1 per whole-class

Procedure:

Introduction:

1. Open this lesson by refreshing students on their learning from the previous activity by asking students, "Can anyone tell me what we learned from the Speechless activity that we did last time?"
2. Following this refresh, have a brief discussion with students.
 - Ask students, "Does anyone know what empathy means?" Following student responses, provide clarification by explaining that empathy means the ability to understand and share the feelings of another.
 - Then, ask students, "How does empathy relate to the activities we've done so far?"
3. After this discussion, explain to students that we will be exploring the importance of empathy by reading more of *Women in Science: Temple Grandin*.
4. Have students gather and sit at the front of the room and read aloud pages 20-23 of *Women in Science: Temple Grandin*.
5. After the reading, have a brief discussion with students to emphasize the importance of empathy.
 - Ask students, "How did Temple Grandin show empathy in the reading?" Following student responses, clarify that Temple Grandin empathized with others based on the feelings she developed through her experiences as an individual with Autism.
 - Ask students, "How did Temple Grandin use her empathy to impact others?" Following student responses, clarify that Temple Grandin used her feelings of empathy to create the Hug Box, which has been used to help children with Autism all around the world.

Exploration:

1. Introduce the Small Spaces activity to the whole class.

- Explain to students that they will gather with their peers inside the circles outlined with Duck Tape on the floor. Also explain that they will be asked to perform a type of movement within these circles without leaving the Duck Tape perimeter.
2. Have students gather into the circles with an approximately equal amount of students in each and begin announcing movements for them to complete. Tell students to complete movements using the following statements:
 - “Raise your right or left hand.”
 - “Touch your toes.”
 - “Turn around in a complete circle.”
 3. Following the Small Spaces activity, have students come back to the whole-class setting for a brief discussion.
 - “Was it difficult to move in the tight space within the circle?”
 - “How did this difficulty make you feel? Were you frustrated?”
 - “How does this activity relate to Temple Grandin’s experience as an individual with Autism?” Following student responses, clarify that the two relate because Temple Grandin gained her empathy for animals from her experience with anxiety and frustration in small, crowded places.

Conclusion:

1. Following this activity and discussion, connect this lesson with Lesson One and Lesson Two.
 - Tell students, “We learned about the importance of respecting and valuing differences in the Classroom Spectrum and Without Words activities, and now we have learned about the importance of empathizing with others through today’s activities.”
 - Then, ask students, “Does anyone remember why empathy is important?” Following student responses, explain that empathy gives us the ability to share the feelings of others, which can empower us to respect and support others.
2. After emphasizing the idea of empathy, explain the Promise Statement activity to the whole-class and pass out one Promise Statement square to each student.
 - Tell students, “Through these activities we have learned many things about the way others feel, giving us empathy for others. Temple Grandin used her empathy as motivation to positively impact the lives of others. Just like Temple Grandin, I want you to think about how you can use your empathy from these activities to positively impact others around you.”
 - Then, tell students, “Using the Promise Statement square I just passed out to each of you, write how you will respect and support your peers.”
 - To foster student thinking, ask students, “How can you, as a student, help another student, with a disability? What can you do to create a safe, welcoming space for your peers?”
3. After students have written their statements, have each student put their square on the Awareness Bulletin Board to conclude the activity.

Promise Statement Squares:



Awareness Bulletin Board (Example):

An awareness bulletin board with a yellow background and a decorative border of green, blue, and yellow diagonal stripes at the top and bottom. The central title "AUTISM AWARENESS" is written in white on a blue ribbon banner. Below the title are three main sections: 1) "OUR CLASSROOM SPECTRUM" featuring a horizontal bar divided into five colored segments (red, orange, yellow, green, blue) with green arrows at both ends. 2) "DIFFERENCES COMING TOGETHER" on the left, enclosed in a blue vertical banner and a dotted border, with the text "Filled in during Lesson 4: Differences Coming Together" in the center. 3) "EMPATHY FOR OTHERS" on the right, enclosed in a blue horizontal banner and a dotted border, containing six yellow sticky notes, each with "I Promise To..." and a blue pushpin icon.

Lesson Four: Differences Coming Together (Pages 24-27)

Objectives:

Students will be able to...

- Understand the diverse ways that individuals think.
- Identify the importance and value of diversity.

Materials:

- *Women in Science: Temple Grandin* by Ruby Cardona (pages 24-27); 1 per whole-class
- Word List (attached); 1 per whole-class
- Puzzle Pieces (attached); 1 per student
- Awareness Bulletin Board (example attached); 1 per whole-class

Procedure:

Introduction:

1. Open this lesson by refreshing students on their learning from the previous activities by asking students, “What are some things that we have learned about so far?” Following student responses, clarify what students have learned from each activity.
2. Following this refresh, have a brief discussion with students.
 - Ask students, “Do we all think the same?”
 - Then, ask students, “What are some reasons why we all think differently?” Following student responses, clarify that we all think differently because we all have different experiences, backgrounds, and etc. that impact the way we think.
3. Have students gather and sit in the front of the room and read aloud pages 24-27 of *Women in Science: Temple Grandin*.
 - After reading pages 26-27, ask students, “What does Temple Grandin want people to understand about people with Autism?” Following student responses, clarify that Temple Grandin wants people to understand how people with Autism think and how it is simply just different from how others think.
4. After the reading, have a brief discussion with students.
 - Ask students, “Why is it important for us to understand that others may think differently from us?”
 - Then, ask students, “Are these differences in thinking valuable? Why?” Following student responses, emphasize that different ways of thinking are valuable because they contribute new ideas and perspectives.
 - Then, ask students, “Temple Grandin had a different way of thinking-how was this thinking valuable?” Following student responses, clarify that Temple Grandin’s way of thinking led to important inventions that

changed the agricultural industry and even impacted individuals with Autism around the world.

Exploration:

1. Introduce the Thinking Puzzle activity to the whole-class and pass out one Puzzle Piece to each student.
 - Explain to students that they will be shown four different words and that they will draw something on the Puzzle Piece that they think represents each word.
2. Show students each word on the Word List one-at-a-time and allow enough time for students to illustrate their representations for each before moving on to the next.
3. After all words have been completed, have students share their illustrations with the class and explain their thinking.
4. Once all students have shared, have a brief discussion about the activity.
 - Ask students, “Did you notice any similarities or differences between you and your peers’ illustrations?”
 - Then, ask students, “Although we all used the same words, we all had different ways of thinking about those words. Do these differences make any of your pictures wrong?” Following student responses, emphasize that none of these pictures are wrong because they represent our own unique ways of thinking.
 - Then, ask students, “Why are these unique ways of thinking important?” Following student responses, explain that these different ways of thinking allowed us to see new ideas that we may not have discovered without the help of our peers’ thinking.











Conclusion:

1. Following this activity and discussion, have a brief discussion with students.
 - Ask students, “How can we make connections across our different ways of thinking?”
 - Then, ask students, “How can we work with others that think differently than us? Can our different ways of thinking work together?”
2. After this discussion, explain to students that they will be putting their Puzzle Piece on the Awareness Bulletin Board.
3. Have each student put their Puzzle Piece on the board one-by-one to connect their pieces with their peers’ pieces.
4. Once all students have placed their pieces on the board, have a brief discussion with students.
 - Ask students, “What do you notice about your pieces on the board?” Following student responses, emphasize that although each of their pieces represents their own unique way of thinking, they all pieced together to create a greater piece of art, the puzzle.
 - Then, ask students, “What would happen if we didn’t have one of those puzzle pieces?” Following student responses, emphasize that if one piece was missing, then the puzzle would be incomplete; thus, we need all unique ways of thinking.

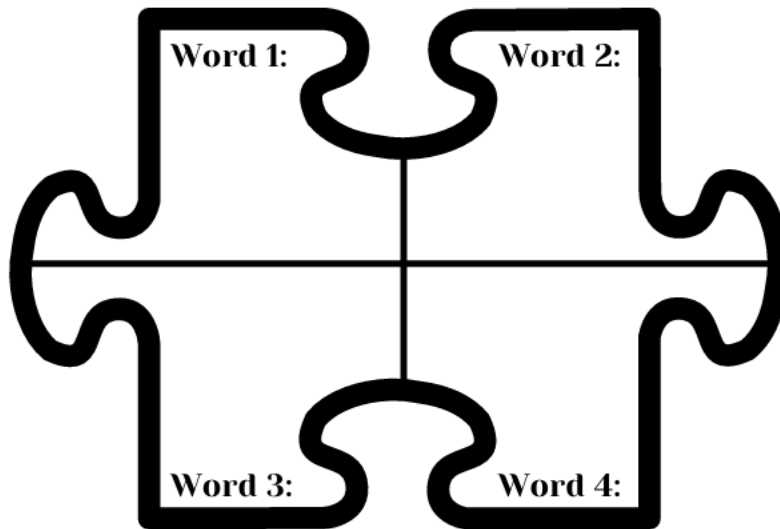
Word List:

Word List:	
• Bat	• Bark
• Trunk	• Spring

Possible Student Illustrations for Each Word

Bat	Trunk	Bark	Spring
<ul style="list-style-type: none">• Bat 	<ul style="list-style-type: none">• Elephant Trunk 	<ul style="list-style-type: none">• Dog Bark 	<ul style="list-style-type: none">• Spring Season 
<ul style="list-style-type: none">• Baseball or Softball Bat 	<ul style="list-style-type: none">• Tree Trunk 	<ul style="list-style-type: none">• Tree Bark 	<ul style="list-style-type: none">• Spring Coil 
	<ul style="list-style-type: none">• Car Trunk 		
	<ul style="list-style-type: none">• Trunk Case 		

Puzzle Piece:



Awareness Bulletin Board (Example):

