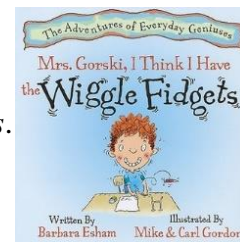


Literacy to Teach Diversity: ADHD

Esham, B., Gordon, M., Gordon, C. (2008). *Mrs. Gorski, I think I have the wiggle fidgets.*



Mainstream Connections: Perry Hall, MD. (2nd – 4th grade)

Kindergarten

Lesson Goal: Understand that some people have the ‘wiggle fidget’ and brainstorm ways we can help ourselves and others who have the wiggle fidgets.

This activity plan will take place over the course of 4 days.

Activity 1: “Stand single file, on the line, in the parking lot” (pg. 1 – 6)

Book introduction: “Today we are going to start reading a story about David. In this story, David talks about how hard it can be to stay focused and on task while he is at school.” Read the first 6 pages. Point out the different ways that David gets distracted and how this affects those around him – examine the pictures.

Begin with a discussion: When you are working at your table or sitting on the rug for group time, does your brain start to wonder and think about other things?

Think-pair-share: share some of the things that sometimes distract you with your neighbor.

“We are going to practice and see if we get distracted like David does by playing a game of Simon Says! I am going to be Simon the first time, whoever wins this round will get to be Simon next.”

Play Simon Says

Discussion: How did you feel about that game? Was it hard to stay focused on listening for “Simon Says ____”? When you saw other people moving, did it make you want to move?

Activity 2: Frustrated Voices – “frustrated speaking to David voice” (pg. 7 – 8)

Reintroduce book: Yesterday, we read the beginning of this book and then we played Simon Says to think about what it feels like to get distracted. Today, we are going to read a little bit more and I want you to be thinking about the way that Mrs. Gorski talks to David and how that makes him feel.

Discussion: How did David describe his teachers voice? “frustrated” Think-Pair-Share: A time when someone has spoken to you with that frustrated voice. How did that make you feel?

Puppet Play: What kind of voices can we use when talking with others?

Encourage the students to re-enact the 3 little pigs story using different voices for the wolf. How does that change the story?

Bring students back to the group and talk about the way the voice changes the story. “Instead of using our frustrated voices to talk to others, how can we address them?”

“If you feel yourself getting frustrated with someone, take a pause (a deep breath) before talking to them. Let’s practice taking some breaths together!”

Activity 3: Brainstorming is one of my Strengths (pg. 9 – 14)

Reintroduce the book; give a recap from the previous day. “Yesterday, we talked about how it feels when someone uses their frustrated voice with you. Today we are going to keep reading to see what David will do next.”

Read the pages from the book and stop on page where he talks about his strengths. Discuss:
“What is a strength?” “It is something that I am good at!”

“Right! So, David knows he has a hard time paying attention and staying on task at school but he also knows that there are things that he is good at.”

“I would like us to take some time to think about things we are good at.”

“Everyone go to your desk and draw a picture and write about 3 things that you think are your strengths.”

Give students 10-15 minutes to create their drawings. Bring the students back to the rug.

Discussion:

“What are things that you are good at?” Call on students who are raising their hands – have at least 10 people share.

“What does it feel like to think about the things that we are good at?” “How does that compare to the way David felt when his classmates and teacher used their frustrated voice?” “Why is it important to think about your strengths?”

End Goal: Get students to become aware of everyone’s strengths. Acknowledge that there are some things that we are not always going to be good at, but knowing that we have strengths is helpful.

Activity 4: What are ways that might help you stay focused? (pg. 14 – 23)

Reintroduce the book; discuss how David started to use his strength of brainstorming and being creative to come up with a plan. We are going to read about what he came up with.

“David used what he did at home to make things that would be helpful for him while working in the classroom. We are going to spend some time this morning creating our own devices that can help us when we have the ‘wiggle fidgets’! I am going to split you up into groups of 3. When we are all finished, we are going to share them with the rest of the class! I can’t wait to see what you can create.”

Group students using their strengths and language groups or pull equity sticks to make groups of 3. Place loose parts or recycled materials in the middle of the classroom along with other supplies (scissors, tape, rulers, etc.) where all students have access.

Give the students 20-30 minutes to make an invention.

Once students are finished, call everyone back to the rug. Have the groups present their inventions and why it is helpful for the wiggle fidgets.

Goal: come up with things that we can use in our classroom to help everyone that has the ‘wiggle fidgets’ – incorporate some of their ideas with ideas from the book for further use.