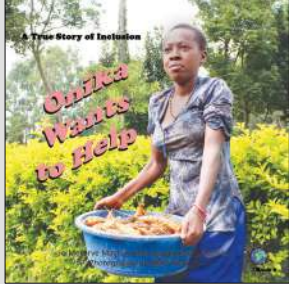


An Inclusive Teacher Guide for Onika Wants to Help



Genre: Nonfiction

GRL: M

Lexile: 480L

Interest level: 1-4

Disability represented:

cerebral palsy,
intellectual disabilities,
autism

Vocabulary:

rain forest-place where
plants and trees get a lot
of rain

garden-place where
plants grow

gather-get many things
together at the same time

market-place to buy food
and other things

swish-motion of moving
something quickly in a
circle

village-place where
people live and work



"I pledge to overcome the fear of difference and replace it with the power of inclusion. I pledge to look for the lonely, the isolated, the left out, the challenged and the bullied."

by Rhode Island Ponaganset High School Teacher Jennifer Paolantonio to promote an inclusive culture in their school

Finding My Way Books honor children with disabilities by sharing their stories and celebrating their inclusion!

Introduction

Each Teacher Guide focuses on one book from the Finding My World series. Discussion, vocabulary, and activities help students expand their capacity to promote inclusion and become an inclusive friend. Inclusive stories provide students the opportunity to meet and then talk about children who may be different, yet also be someone with whom they have things in common.

Discussion Starters and Classroom Activities

#1 Discussion Starter: Onika spends time with her friends and watches what they do. What does Teophani like to do? What do Agnes and Elibeth like to do? How did she help Teophani, Agnes, and Elibeth? What tools did Onika use when she helped them?

Activity: Ask each student to bring a tool from home. Examples include a screwdriver, ruler, or a whisk. Have students take turns choosing a tool they think would be fun to use. Ask them to explain why they chose that tool.

#2 Discussion Starter: When Onika and her friends were young, they had to stay home. Going to school allowed them to become part of their community. When were you excluded from an activity? How did you feel? Does it feel different to be included in an activity?

Activity: Have students choose an activity they like to do. Then draw a picture doing their activity with a friend who has a disability. For example, dancing with a friend in a wheelchair.

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Literacy Activities

Directions: Below are fun activities to do after reading Onika's true story.

Onika and Teophani work in the garden.

1. Talk about Teophani and how he works in the garden. What would you grow if you had a garden?
2. Look in your kitchen and find what comes from a garden. Look for any foods that come from plants. For example, raisins are from grapes and potato chips come from potatoes.

Onika, Elibeth, and Agnes work in the kitchen.

1. Talk about how their kitchen is different from your kitchen. Do you use wood to cook?
2. Prepare a meal together. Give everyone a job to do.

Onika works in the art room.

1. Talk about what you'd create if you had an art room
2. Go outside and pretend you are in an art room. Together create something fun! For example, you could draw chalk pictures on the sidewalk or gather sticks and rocks to make a sculpture.



Learn about all the Finding My Way books and discover more about the children in each story by visiting www.findingmywaybooks.com. Also, for additional fun activities to support diversity, equity, and inclusion, checkout our curriculum options.



This book is part of the Finding My World series. It includes six stories: *Claire Wants a Boxing Name*, *Neema Wants to Learn*, *Onika Wants to Help*, *Matteo Wants to See What's Next*, *Cooper Wants to Do Chores* and *MyaGrace Wants to Get Ready*.