# Teacher's Guide




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Deborah Bernstein

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# El Deafo

## Workbook
## Teacher's Guide

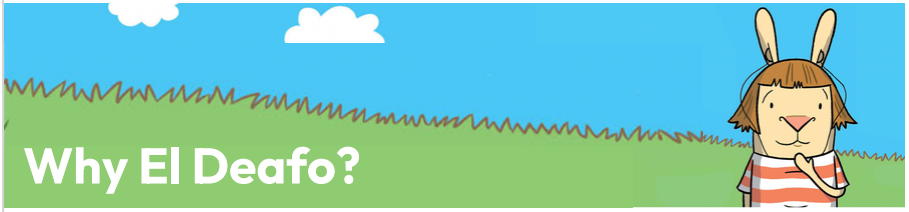


# Introduction

Throughout my years as a Teacher of the Deaf and Related Service Provider, I have witnessed firsthand how critical self-advocacy is; a skill I was never taught as a mainstreamed hard of hearing student. When I entered this field, I recognized how profoundly it would have changed my own trajectory. This realization became the catalyst for developing a self-advocacy curriculum.

While my own self-discovery came far later than my school years, I now understand that this is the path to true advocacy. Advocacy through self-discovery anchors my teaching practice. This workbook gives students the tools to find their own voice and tell their story because authentic advocacy emerges only when they are empowered to do so.

I hope this workbook makes learning engaging and enjoyable for you and your students while sparking meaningful conversations that honor the wisdom and experience you both bring to the table.



# Why El Deafo?

*El Deafo*, written and illustrated by Cece Bell, is an award-winning graphic novel memoir that is charming, funny, and engaging for audiences aged 8–100. It centers on Cece's hearing (visually magnified by the characters' large bunny ears) and the access barriers she faces at home, at school, and with her friends.

When I first opened *El Deafo,* I became completely immersed in the story and was delighted to see so much of my own childhood mirrored in it. I brought the book to my colleagues and insisted, "You must read this with your students!" The Deaf and Hard of Hearing Department of New York's Department of Education matched my enthusiasm and provided every teacher a copy.

I started reading with my students and discovered that my advocacy curriculum blended seamlessly with Cece's story. It was a perfect vehicle. The plot of the story even unfolded in parallel with my curriculum's components and learning objectives.

Naturally, I aligned my self-advocacy materials with *El Deafo*. By amazing coincidence, around the same time I was busy merging the two, Cece created deep-dive videos for each chapter. You will find links to these videos at the beginning of each chapter in the workbook. They include "behind the scenes" information delivered by Cece in a fun and engaging way. Unfortunately, time constraints rarely allow me to watch the entirety of the videos with my students during sessions. Sometimes we view parts of them together (especially when Cece features real-life guests like Martha and Mike!) but students often watch them at home. They can easily be assigned for homework after reading the chapter together.

I have read *El Deafo* countless times now with students, using this ever-growing and ever-changing workbook, and I find it exhilarating every single time. This is because there is always a new perspective and fresh discussion, and each time, I am also being told a new story- the student's. While reading and working through this workbook, students learn about Cece's hearing and, in turn, the vocabulary to talk about their own. They reflect on how Cece navigates barriers and consider their approach to these same barriers in their daily lives. They discover additional strategies to employ and, while advocating for Cece in the book, become empowered and learn how to advocate for themselves.

Often, deaf and hard of hearing students, like Cece, are the only deaf or hard of hearing student in their class. Reading a story with a relatable character validates their experience and offers an outside perspective. While reading the brilliant *El Deafo* and completing the pages of the workbook, students practice academic skills while gaining a roadmap for understanding their own journey and the ability to tell their own story.

# How the El Deafo Workbook is Organized

## Pre-Reading Unit

This workbook begins with activities that prepare students to engage with the graphic novel format. Students learn graphic novel vocabulary (panels, speech bubbles, gutters, captions, etc.), explore how to read a graphic novel, and analyze the specific visual techniques Cece Bell uses in *El Deafo*.

This unit also introduces students to Cece through her biography and interview, establishing a personal connection before diving into the story. Students can also complete a comprehensive vocabulary preview and reflect on their own current hearing and classroom access strategies which is enlightening for both teacher and student alike.

## Chapter Units (1-21)

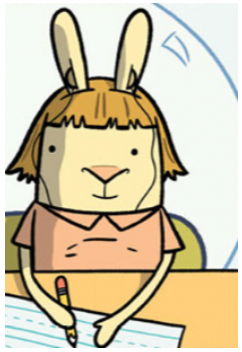
Each of the 21 chapter units corresponds directly to a chapter in *El Deafo*. While some chapters contain more activities than others, every unit provides lessons and activities that mirror and extend Cece's journey. Chapters 16&17 are paired together.

## Chapter Summary Activity

Students write a concise beginning, middle, and end to summarize each chapter. This skill is practiced and refined throughout all 21 chapters.

# What's Included in Each Chapter Unit?

Before you read each chapter of *El Deafo*, have your student go back to their written summary of the previous chapter and read it aloud. Does it give you enough information? Use this strategy to both help students review the events from the chapter before, and also to improve their summary writing skills.



## Cece's Deep Dive Video

Links to author-created entertaining videos where Cece discusses the "behind the scenes" of each chapter. Due to time constraints, I rarely am able to watch an entire video during sessions, but students have watched on their own and I have shown relevant parts of the video during a session- especially Chapters 10 and 18 when we meet the real Martha and Mike Miller!

## Content-Specific Lessons

Vocabulary, science concepts, literacy skills, and self-advocacy instruction tailored to each chapter's themes. Choose which activities are right for your student.

The Two Bubbles Activity
This activity appears in select chapters where Cece faces barriers and is in one or both of her bubbles. Students identify these metaphorical bubbles, recognize the barriers, and brainstorm advocacy strategies.

## What's Included in Each Chapter Unit

### Activities at Multiple Complexity Levels

A range of activities allowing teachers to select what is most appropriate for their individual learners.

Teacher Talk: Tips to use while engaging student in activities.

Model Responses to Activities

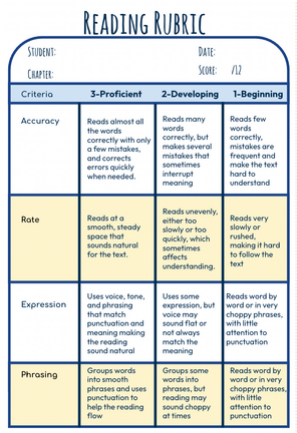
### Extensive Multimedia and Article Links

Throughout the workbook, students and teachers can access extensive links to videos, games, and articles that deepen understanding, extend learning, and inspire student engagement within the units. These resources may also spark ideas for teachers to design additional meaningful activities for their students.

## Resources to Support Instruction

### Reading Rubric

A four-point rubric (Proficient, Developing, Beginning) assesses student reading fluency across four criteria: Accuracy, Rate, Expression, and Phrasing. Teachers can use this rubric, found at the end of every chapter, to track progress on reading fluency goals throughout the year.



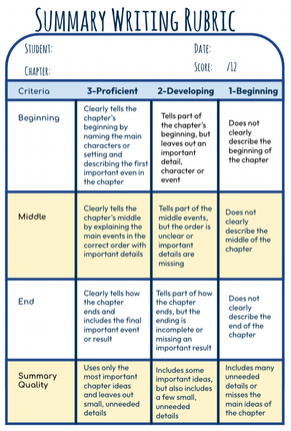
READING RUBRIC

STUDENT: DATE:

CHAPTER: SCORE: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Accuracy | Reads almost all the words correctly with only a few mistakes, and corrects errors quickly when needed. | Reads many words correctly, but makes several mistakes that sometimes interrupt meaning | Reads few words correctly; mistakes are frequent and make the text hard to understand |
| Rate | Reads at a smooth, steady space that sounds natural for the text. | Reads unevenly, either too slowly or too quickly, which sometimes affects understanding. | Reads very slowly or rushed, making it hard to follow the text |
| Expression | Uses voice, tone, and phrasing that match punctuation and meaning making the reading sound natural | Uses some expression, but voice may sound flat or not always match the meaning | Reads word by word or in very choppy phrases, with little attention to punctuation |
| Phrasing | Groups words into smooth phrases and uses punctuation to help the reading flow | Groups some words into phrases, but reading may sound choppy at times | Reads word by word or in very choppy phrases, with little attention to punctuation |

### Summary Writing Rubric



SUMMARY WRITING RUBRIC

STUDENT: DATE:

CHAPTER: SCORE: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Beginning | Clearly tells the chapter's beginning by naming the main characters or setting and describing the first important event in the chapter | Tells part of the chapter's beginning, but leaves out an important detail, character or event | Does not clearly describe the beginning of the chapter |
| Middle | Clearly tells the chapter's middle by explaining the main events in the correct order with important details | Tells part of the middle events, but the order is unclear or important details are missing | Does not clearly describe the middle of the chapter |
| End | Clearly tells how the chapter ends and includes the final important event or result | Tells part of how the chapter ends, but the ending is incomplete or missing an important result | Does not clearly describe the end of the chapter |
| Summary Quality | Uses only the most important chapter ideas and leaves out small, unneeded details | Includes some important ideas, but also includes a few small, unneeded details | Includes many unneeded details or misses the main ideas of the chapter |

A four-point rubric (Proficient, Developing, Beginning) evaluates student summary writing based on Beginning, Middle, End, and Summary Quality. This rubric, found at the end of every chapter, helps teachers assess comprehension and writing skills as students progress through the chapters.

## Differentiation Approach

The workbook is designed to meet students where they are. Each chapter unit provides activities at multiple complexity levels, giving teachers the flexibility to choose what works best for their individual learners. Whether a student is a 4th grader working at grade level, a 10th grader working below grade level, or anywhere in between, teachers can select appropriate activities that support engagement and learning.

**This workbook is packed with activities- far more than can be completed in a single school year.** Choose what fits your student best. Consider how much time you have with this curriculum, how many sessions per week you meet, and which IEP goals you are addressing with them.

I have flagged some pages that are recommended for older students.

**6th grade and up have a purple tag**
**9th grade and up have a pink tag**

You can preview and decide what is best for your student's level. Everything else in the workbook should work for all students.

## How to Use The Workbook



### First Read the El Deafo Book Chapter Together

Each *El Deafo* chapter must be read before completing the workbook activities connected to that chapter. This allows students to build comprehension from the text itself before using the workbook to reflect, discuss, and learn more content connected to the chapter's themes and topics, thus adding more tools in the student's toolbox for telling their own story.



### Then Complete the Coordinating Workbook Chapter

As students progress through the workbook, teachers gain deeper insight into their learners—not only their academic skills, but also their knowledge, attitudes, and evolving relationship with their hearing. Similarly, students discover more about themselves, building both academic and self-advocacy skills while developing a stronger sense of their identity. By the book's end, students emerge with enhanced skills, greater self-understanding, and a more confident voice.

## Work in Progress ...

The workbook is designed as an ebook that can be accessed in different formats- online, interactive digital, or print, depending on what is most accessible and practical for your students. This workbook is also a work in progress and will continue to be updated as technology evolves, as new resources are discovered, and as students contribute ideas and inspiration for new additions. I learn as much from my students as they do from me. For example, one student taught me about the sonic artist who makes music with plants (Extra Activities in Chapter 2). I initially thought she was confused, but no - it's a thing! Very cool. The collaborative and student-centered approach is at the heart of the workbook's design.



## Reading - Turn Taking

When reading aloud in a session or in small groups, consider assigning character parts such as the Narrator (older Cece telling her story), Cece (younger Cece), and other characters. Parts can be assigned based on student preference, comfort level, and individual reading goals. This increases engagement while also giving students meaningful opportunities to practice fluency in a supported way. This kind of turn-taking can also be used to model fluent reading. A teacher, or peer can read one section and then invite a student to read the next. This approach allows students to hear pacing, expression, and phrasing before trying it themselves, which can be especially helpful for developing readers. I personally love reading the part of Laura - I feel I've perfected her voice.

How to Use The Workbook

Be flexible about how students participate in the reading. Some students may enjoy dramatic reading with character voices (as I do), while others may prefer a quieter approach, or silent reading before discussion. Offering options helps honor different personalities, sensory needs, and confidence levels while still keeping all students involved in the text.

**Always give full visual access of the text to students.**

## Reading Fluency Goals

As students with reading fluency goals read the *El Deafo* story, teachers can use the reading rubric in this Teacher's Guide to collect data and monitor growth. The rubric can help track progress over time in accuracy, rate, expression, and phrasing, making it easier to notice improvement, set goals, and choose the most supportive reading structures for each student.

## Summarizing

Summary writing is another skill in which most students benefit from ongoing practice and growth. Teachers can use the summary writing rubric in this Teacher's Guide to collect data and monitor student progress in this skill over time, helping them notice improvement, identify next steps, and support stronger comprehension and written expression across the workbook.

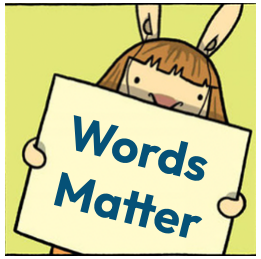
## Creating a Safe and Judgement Free Space

It is **Imperative** to establish an environment where students feel encouraged to be honest. Stress that there will be no judgment or pressure from you. The story belongs to the student, and they must start where they are. Each student's journey is their own, and they need space to explore without criticism or "shoulding".

The Pre-Reading Chapter is a great place to start. Emphasize to students that there are no wrong answers to how they respond to the About Me pages or the Access Surveys. As you work through this workbook with students, maintain a neutral stance.

- **Avoid telling students how they *"should"*** identify themselves, or how they *"should"* advocate for themselves.
- **Refrain from pressuring them** to use their hearing technology. Many, just like Cece have a love/hate relationship with their technology, and you (and your student) will learn so much -including the actual reason they don't want to use it -if you allow them to figure it out themselves with the guidance of the workbook and Cece's story.

Using Cece as a character provides a powerful teaching tool. Analyze her actions, strategies, and attitudes within the story to discuss different approaches and perspectives. This allows you to explore important concepts without centering on your student's personal choices (unless they choose to share). By focusing on Cece's journey first, you create emotional safety for students to reflect on their own experiences at their own pace.




**Equally important is the words we use when using this workbook with our students.**

- The words we use shape how we think.
- They shape how students see themselves.

This workbook has purposefully avoided the stigmatizing language that unfortunately exists in our field and that we have inadvertently become so accustomed to using.

**Expertise Comes from the Community**

- Teachers of the deaf and hard of hearing are the experts.
- The words we use with teachers, school administrators, parents and our students become the vocabulary that others will adopt and use.
- We set the standard.

**Thinking About Access**

At the end of the day, our deaf and hard of hearing students want and need one thing: **access.**

- Access to information.
- Access to communication.
- Access to full participation in school, home, and community life.

*How we think about access matters*. There are two fundamentally different approaches.

## The Medical Model vs Social Model

The **Medical Model** sees the person who needs access as "the problem." It places the entire burden on that individual to fix themselves, adapt, or "overcome" their difference.

Under this model, if a deaf student struggles in a classroom with no captions and poor lighting, ***the problem is the student's deafness.***

The solution is for the student to try harder, hear better, listen harder or get better listening technology.

This model is deficit-based. It is shame-inducing. It does not work.

The **Social Model** recognizes that barriers are the problem, not people.

If a deaf student struggles in a classroom with no captions and poor lighting, the problem is not the student's deafness.
***The problem is the classroom environment.***

The solution is to remove barriers: add captions, improve lighting, ensure the teacher faces the student and provide visual access. Ultimately, the whole class benefits from more accessibility.

**This workbook uses the social model.**
Advocating in the social model means empowering students to identify barriers, name their access needs, and collaborate with teachers and others to remove them.
**The deaf or hard of hearing student in the classroom becomes a partner in the solution, not the problem.**

## Guide of Words to Use (And Not Use)

- Use **Typical Hearing** vs ~~Normal Hearing~~
- Use **Hearing or Hearing Level** vs ~~Hearing Loss~~
  (though this is difficult with the current audiogram structure and vocabulary - you will see in the workbook that it had to remain for one diagram of an audiogram)
- Use **Left ear or Right ear** vs ~~bad ear or good ear~~
- Use **Deaf or Hard of Hearing** vs ~~Hearing Impaired~~
- Use **Lack of Access** vs ~~Listening Difficulty~~

Changing the vocabulary we've used for years takes practice! You may catch yourself using "hearing loss" or "normal hearing" and pause. You might stumble over new terms at first. That's part of the process, and it's exactly where every educator starts.

Thank you for taking on this challenge and embracing the social model. Your willingness to examine language, learn new vocabulary, and model affirming language for your colleagues and students makes all the difference.

**And thank you for using this workbook and bringing your teaching expertise to guide your students through this journey of self-advocacy, identity and voice.**

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# Pre-Reading Unit

click here to email me with any tech questions!

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Before You Begin**

**Activities**

- Summary
- Label the Parts of *El Deafo* Pages
- Create Graphic Words
- *El Deafo* Vocabulary
- Reading the Cece Interview

Teacher Talk: While Reading

- About Me Activity

Teacher Talk: About Me

- Current Access and Strategies Survey

Teacher Talk: Surveys

**Teachers Learn About Their Student's**

- Reading and Writing Level
- Conversational Skills
- Interests and Dislikes
- Knowledge of their Hearing
- Attitudes Towards Their Hearing
- Classroom Set-Up
- Advocacy Skills
- Attitude Towards Technology if Applicable

**Student Learning Targets**

- How to Read a Graphic Novel
- Graphic Novel Components Vocabulary
- Vocabulary in *El Deafo*
- About the Author & How and Why She wrote El Deafo
- Classroom Access Considerations
- Strategies Used and Other Options

# Pre-Reading Unit

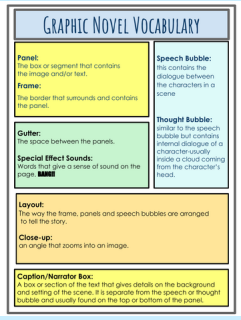
This workbook begins with activities that prepare students to engage with the graphic novel format and begins a relationship and rapport between student and teacher. This chapter sets the foundation.
**Remember, your tone and responses will influence how they engage with the curriculum. It is critical to set the correct tone and allow the student to start where they are. Mind your "shouldings" and keep the Social Model in the forefront.**

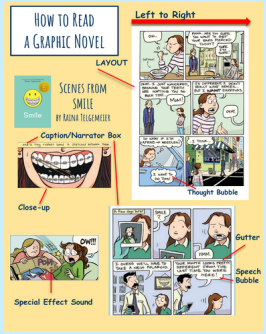
## Before You Begin

I very enthusiastically tell my students:
***"We are going to read one of my very favorite books!" I have read it many times now and love it each time." Each chapter has activities that will teach us new things and get us thinking about the book on a deeper level."***

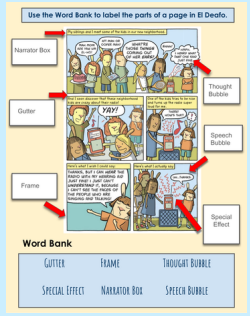
**This accomplishes a few goals:**

- Some older students see this book and think it's for "little kids", but I have told them very enthusiastically that it's my favorite and I am not a little kid.
- Some students have already read it but I tell them that I have read it *many* times and love it each time, and that they will think about it differently with the activities that accompany it in the workbook.
- I tell them I LOVE it! Hopefully now they will be excited to read it. I tell those who haven't read it yet how envious I am that this is his/her first time reading *El Deafo*.




**Target**
how to read a graphic novel and its vocabulary

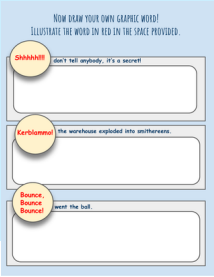



**ACTIVITY**
**Label the Parts of an *El Deafo* Page:**
There are two - one with a word bank provided and one removed for a challenge.

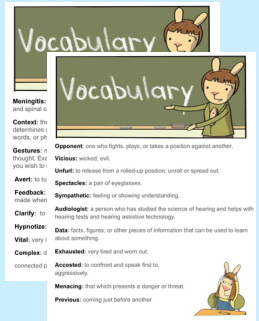








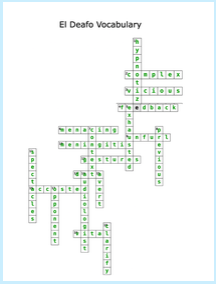

**ACTIVITY**
**Create Graphic Words:**
This is a creative low-pressure activity building ownership and fun. It works well for kinesthetic learners. **Emphasize that artistic skill doesn't matter.** For those who don't like to draw, students can use and manipulate fonts if working digitally. Size shape and color can convey meaning.







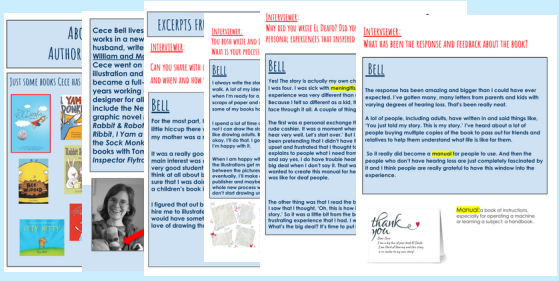
**Target**
preview of novel's vocabulary




**ACTIVITY**
***El Deafo* Vocabulary:**
Teachers can decide to use this activity

- before reading,
- address as they appear in the book
- or save for the end of the book.

These activities provide some fun and increase retention and spelling skills.



**Target**
learn about the author

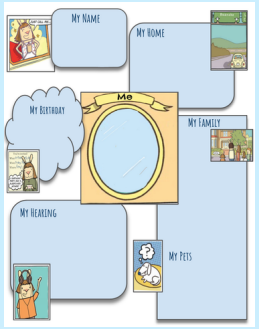
**ACTIVITY**
**Reading The Cece Interview:**
This activity provides another opportunity to share in reading, one as the interviewer and the other as grown up Cece. Students will learn how authors draw from their lived experiences to create meaningful stories. They will also learn Cece's attitude towards her hearing and why she wrote *El Deafo*.

## While Reading

***"... what I should have said was 'I can't hear very well. Let's start over.' But I couldn't because all of my life I had been pretending that I didn't have this problem. That exchange left me so upset and frustrated that I thought to myself, 'I am going to write a book that explains to people what I need from them."***

Hopefully this interview also gets students thinking about their own attitude towards their hearing. My experience was similar to Cece's and I tell them that. Focus on Cece's experience and not your student's (unless they share). You could say: ***"I have heard similar stories about hiding and pretending from other students."***

You will revisit this quote again in Chapter 10 when Cece wants to hide her hearing from a new friend. By this point students are half way through the book and armed with new vocabulary and information. They've seen Cece's growth and setbacks. This quote gains deeper meaning as they progress through the reading and the the activities in the workbook.







**ACTIVITY**

**About Me**

This activity is a great way to get to know your new students and for you to learn where your student is in their journey. Allow students to choose which "About Me" format appeals to them.



**Targets**

- Classroom access considerations
- Strategies used and other options

**ACTIVITY**

**Current Access and Strategies:**

You and your students both learn about their current classroom access and strategies. Students may make connections between the two.

## About Me Activity

Emphasize that there are no wrong answers. Use this to gather baseline information about each student's identity, interests, and comfort level. They can be creative, write, draw or insert photos.

Some students may not be comfortable sharing everything; respect that. **Make it clear that drawing, writing, or leaving something blank are all acceptable.**

**My Hearing...** I have seen many different responses here. This ranges from "...is fine" to "stinks" to "...a bilateral sensorineural moderate to severe hearing loss." If students are stuck, allow them to leave it blank. Tell them: ***"You may find the words you want to use as you read Cece's story and navigate the workbook."***

## Current Access and Strategies

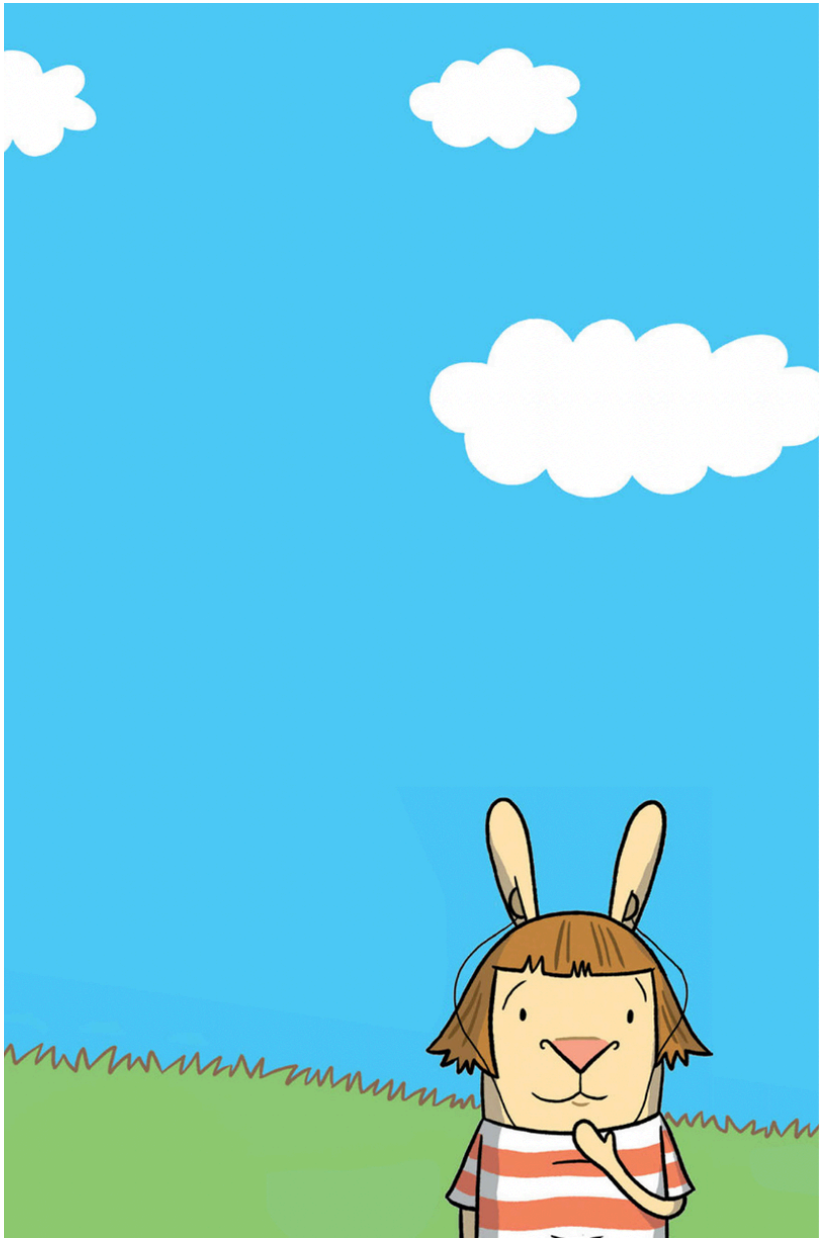
These reflection pages should feel like a conversation, not an interrogation.

**Encourage your students to answer this honestly and choose all the strategies that apply - even if they know it's terrible.**

Let them know it is expected that they will realize that they use many including the silly ones ("Do nothing and hope..."). I personally use that one often (and tell them this), but never really thought about it until I saw it written down.

**Reminder as you complete this activity:**

**This workbook uses the social model.** Advocating in the social model means empowering students to identify barriers, name their access needs, and collaborate with teachers and others to remove them. The deaf student in the classroom becomes a partner in the solution, not the problem.



At the end of every chapter unit is a short survey to complete. This helps me collect data and make this workbook the very best it can be for both teachers and their students. Please take a minute to complete after completing the workbook unit with your student!

Click on the icon to complete a short survey about the Prereading Chapter.

# Chapter One Unit

## Teachers Learn

## Student Learning Target

## While Reading

### Activities/Summary

- Chapter Summary

Teacher Talk: Summary Activity

- My Hearing Difference Cause

Teacher Talk: My Hearing Difference Cause

- My Hearing Difference Discovery

Teacher Talk: My Hearing Discovery

- Extra Activity How to Make a Paper Boat

### Teachers Learn About Their Student's

- Knowledge of their hearing difference cause and discovery
- Unique hearing experience and family context
- Comfort level with sharing personal stories
- Preferred modality for expression (writing, visual, verbal, video, etc.)
- Sequencing, summary and narrative writing skills
- Self-advocacy awareness and language around their hearing

### Student Learning Targets

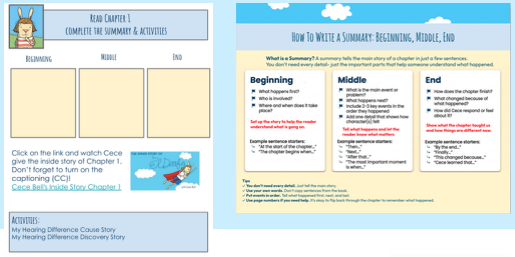
- Identifying and sequencing key events in a chapter
- Sequencing beginning/middle/end
- Summarizing information concisely
- Cece's personal hearing difference cause story
- Possibly a self to text connection
- Including sensory details (saw, heard, felt) to make a story vivid
- Their hearing story is valid and worth telling
- There are many different causes and experiences of hearing
- Owning and telling your own story is empowering
- There are other students using this workbook and also writing their story

# Chapter One Unit

In Chapter 1, students are introduced to Cece's real-life story and the major events that led to changes in her hearing. They will read, reflect and summarize the chapter in a clear and meaningful way. They will begin to tell their story.

## While Reading

While reading Chapter 1, Bell shows her progression of her hearing difference in the hospital by using fading text. While reading, ask students if they notice anything with the way the text is presented. I tell my students *"The author uses visual imagery throughout the book to tell her story."* There is a Reading Fluency Rubric to use when tracking progress.







**ACTIVITY**
**Chapter Summary**

Students complete a Beginning/Middle/End summary for each of the 21 chapters in *El Deafo* to develop sequencing skills and their ability to analyze and strengthen their reading comprehension skills.

**Targets**

- How to identify and sequence key events in a chapter
- How to summarize information concisely

## Summarizing Activity

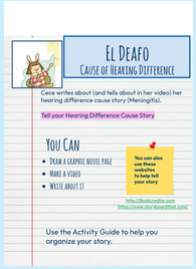
Explain that this will be an activity to practice at the beginning of each chapter.

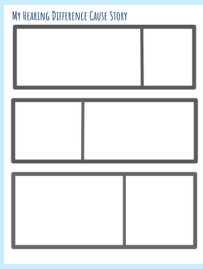
**Model First:** Before you begin you can model with a personal anecdote or a movie clip.

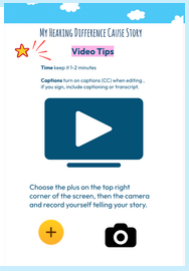
I ask students to do their best in writing it but I don't have students edit it perfectly each time. Instead I may start my next session with a quick mini lessons based on what I noticed in the student's writing (ex. finding the main idea, apostrophe use, verb tense agreement or the editing tool CUPS.)

During this activity in the next session you can say, *"when you write this summary, keep in mind what we learned about (whatever mini lesson skill was addressed)".*

There is a Summary Writing Rubric to use when tracking progress.




**Target**
Your story is valid and worth telling

**ACTIVITY**
**My Hearing Difference Cause**

Students now tell the beginning of their hearing story in the format of their choice—writing, drawing, or video—after learning about Cece's cause story (meningitis).

## My Hearing Difference Cause

Explain to your student

*" Your 'cause story' is about what caused your hearing difference, whether it was meningitis like Cece, being born deaf, an illness, an accident, genetics, or something else. Or maybe you don't know the cause and that's okay too."*

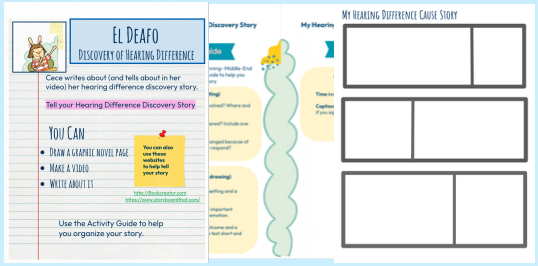
Most of my students don't know the cause because they haven't been told or because nobody knows. They can just write unknown- draw a question mark, or video themselves shrugging. My own cause story includes "maybe this and "possibly that."

## My Hearing Difference Discovery

Explain the difference

*"Your 'discovery story' is about when you first realized your hearing was different, or when others first noticed. This might be the same as your cause story, or it might be different.' Cece 'lost her mom' at home."*

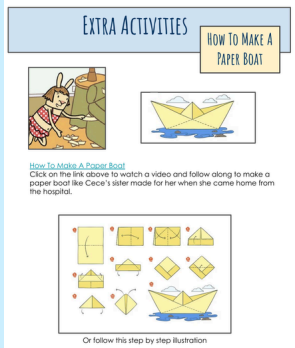
If you are using the workbook with other students you have lots of different kinds of stories! You can share them - anonymously of course. If you are deaf or hard of hearing, you can share your own story!




**Target**
Your story is valid and worth telling

**ACTIVITY**
**My Hearing Difference Discovery**

Students now tell their story about how their hearing difference was discovered in the format of their choice—writing, drawing, or video —after learning about Cece's cause story (meningitis).




**EXTRA ACTIVITY**
**How to Make a Paper Boat**

This is a fun optional activity (though I've never had a student decline) that connects to a meaningful moment for Cece in her story. Student can practice multi-step sequential directions and fine motor coordination along with problem solving and patience (they may need to make a few attempts). Both a step by step illustration and a video are provided.

# Reading Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Accuracy | Reads almost all the words correctly with only a few mistakes, and corrects errors quickly when needed. | Reads many words correctly, but makes several mistakes that sometimes interrupt meaning | Reads few words correctly, mistakes are frequent and make the text hard to understand |
| Rate | Reads at a smooth, steady space that sounds natural for the text. | Reads unevenly, either too slowly or too quickly, which sometimes affects understanding. | Reads very slowly or rushed, making it hard to follow the text |
| Expression | Uses voice, tone, and phrasing that match punctuation and meaning making the reading sound natural | Uses some expression, but voice may sound flat or not always match the meaning | Reads word by word or in very choppy phrases, with little attention to punctuation |
| Phrasing | Groups words into smooth phrases and uses punctuation to help the reading flow | Groups some words into phrases, but reading may sound choppy at times | Reads word by word or in very choppy phrases, with little attention to punctuation |

## Notes

# Summary Writing Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Beginning | Clearly tells the chapter's beginning by naming the main characters or setting and describing the first important event in the chapter | Tells part of the chapter's beginning, but leaves out an important detail, character or event | Does not clearly describe the beginning of the chapter |
| Middle | Clearly tells the chapter's middle by explaining the main events in the correct order with important details | Tells part of the middle events, but the order is unclear or important details are missing | Does not clearly describe the middle of the chapter |
| End | Clearly tells how the chapter ends and includes the final important event or result | Tells part of how the chapter ends, but the ending is incomplete or missing an important result | Does not clearly describe the end of the chapter |
| Summary Quality | Uses only the most important chapter ideas and leaves out small, unneeded details | Includes some important ideas, but also includes a few small, unneeded details | Includes many unneeded details or misses the main ideas of the chapter |

## Notes

**Click on the icon to complete a short survey about Chapter One Unit.**

# Chapter Two Unit

**Teachers Learn**

**Students Learning Targets**

**Chapter Summary**

**Before You Begin**

**Activities**

- Chapter Summary Activity



- Inside The Ear/How We Hear Videos
- Label the Ear Diagram
- Sound for Kids: Loudness, Pitch and Timbre Video



Teacher Talk: Inside the Ear Videos

- Vestibular System
- Gallaudet 11

Teacher Talk: Vestibular System and Gallaudet 11

- Compare My Audiogram to Cece's
- Audiogram of Familiar Sounds
- My Audiogram/Audiogram Abbvs.

Teacher Talk: Audiogram Activities

- Who is the ENT/Audiologist -My ENT and Audiologist Information
- My First Audiological Visit Story

**Extra Activities**

- How Do Animals Hear
- Ways to See Sound



- The Hearing Visualizer



- Decibles in Action

# Chapter Two Unit

In Chapter 2, Cece visits the audiologist. Students feel a real connection to this chapter and are as excited (as I was!) to see our own audiologist appointment visually represented in a book. In the workbook, students dive into the science of how hearing works. They explore ear anatomy, learn how sound travels through the ear, understand pitch and loudness, read and interpret audiograms, and connect these concepts to their own hearing experiences. Students meet audiologists and ENTs, compare their audiograms to Cece's, and tell their own stories about visiting an audiologist for the first time.

**Teachers Learn About Their Student's**

- Understanding of ear anatomy and how the hearing process works
- Prior experience with audiologists, hearing tests, and audiograms
- Comfort level discussing their own hearing and test results
- Familiarity with domain-specific vocabulary (Hz, dB, frequency, etc.)
- Ability to interpret and work with visual data (graphs, diagrams, charts)
- Prior knowledge about hearing science and the vestibular system
- Self-advocacy skills: Can they locate and communicate with their own medical professionals?
- Whether they have access to an ENT and/or audiologist
- Attitudes toward their hearing and hearing technology

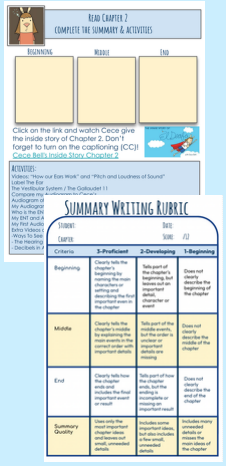
**Students Learning Targets**

- How sound travels through the ear
- The function of each ear part
- The vestibular system in the inner ear controls balance and spatial orientation
- Concepts of pitch (frequency measured in Hz) and loudness (volume measured in dB)
- How to read and interpret an audiogram
- Audiograms show personal hearing thresholds and are unique to each person
- How to compare audiograms and understand what they reveal about hearing
- The roles of ENTs and audiologists
- There are hearing level terms used to describe hearing
- How to advocate by knowing and sharing their own audiological information

## Before You Begin

Let your student know that this workbook chapter is medical/science heavy but important. "We're learning the 'how' and vocabulary behind hearing so we understand Cece's story better and our own."

**Words Matter** Be conscious of the words you use during this chapter.




**ACTIVITY**

**Chapter Summary**

Continue building on skills to write a concise sequential summary of the chapter, incorporating all the mini lessons you may have worked on together.

Use Summary Writing Rubric if tracking progress

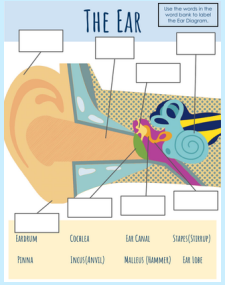
**Targets**

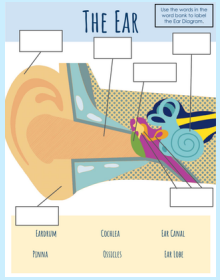
- Identify and sequence key events in a chapter
- Summarize information concisely

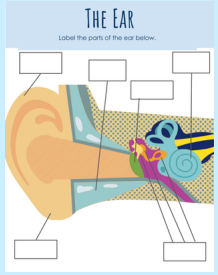



**Targets**

- How sound travels through the ear
- The function of each ear part
- Concepts of Hz and dB




**ACTIVITY**
**Inside the ear/How We Hear:**
This is a video for students to learn how hearing works and increase an understanding and vocabulary of his/her hearing.

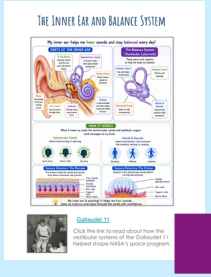
**ACTIVITY**
**Label the Ear Diagram:**
There are three different levels of challenge provided, one with a word bank that groups the ossicles, one with a word bank that names each ossicle, and one with no word bank that groups the ossicles.

**ACTIVITY**
**Sound for Kids: Loudness, Pitch and Timbre**
This is a video for students to learn about Pitch (frequency) and Loudness (Volume). Watch this video before completing the Audiogram Activities.

## Inside the Ear Videos

I give older students a choice of the three videos that show the inside the ear (KidsHealth How the Ear Works, NIH Journey of Sound to the Ear and Auditory Transduction). The last two are in the Other Videos to Watch page.

Almost every student, regardless of age, chooses to watch the KidsHealth "silly one." I've had younger students share this video with their class. Teachers tell me how much they love it and learn information themselves. The others are a more realistic, medical and detailed which are good for the science loving student. Some students watch all three. Watch the video(s) before completing ear diagrams.




**ACTIVITY**
**Vestibular System**
Students can learn about the vestibular system and how it is connected to our balance by reading this diagram.

**ACTIVITY**
**Gallaudet 11**
Students (6th grade and up) can read about this amazing group of deaf men who helped shape NASA's space program due to their vestibular system.

**Target**
The vestibular system controls balance

# Vestibular System and Gallaudet 11

Explain the vestibular system: *"This part of your inner ear helps you stay balanced. When you spin, it tells your brain you're spinning. When you stand up, it keeps you from falling over."*

**Connect to Cece's story:** *"In Chapter 2, Cece had meningitis, which affected her vestibular system too. That's why she had trouble with balance."* Your student may have an affected vestibular system and learn more about their story.

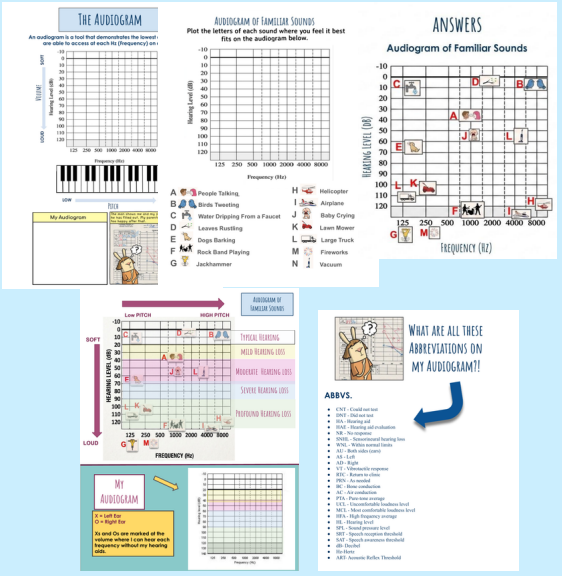
**Use the Gallaudet 11 connection:** *"Did you know that deaf people helped NASA astronauts train for space?"*
This article is recommended for middle school students and older. There are a lot of opportunities to learn new vocabulary in the article. Here is a possible list of words:

- prolonged
- immune
- physiological
- psychological
- sensory system
- notorious
- adverse
- endurance

**Make it kinesthetic:** Have students do simple balance activities (stand on one foot, close eyes, spin slowly) and discuss what their vestibular system is doing.

For younger students: Focus on balance and movement. *"Your inner ear helps you not fall down."*

For older students: Explain the three semicircular canals and how they detect different types of movement (up/down, side-to-side, spinning).




**Targets**

- Read and interpret an audiogram
- Compare audiograms and understand what they reveal about hearing

**ACTIVITY**
**Compare My Audiogram to Cece's**
This activity helps students understand how to read an audiogram by comparing their own to Cece's (yes that is her actual audiogram!)

**ACTIVITY**
**Audiogram of Familiar Sounds**
This activity makes audiograms concrete by plotting everyday sounds (conversation, dog barking, helicopter) on an audiogram grid. Students see where common sounds fall and gain a deeper understanding of frequency and volume.

**ACTIVITY**
**My Audiogram/Audiogram Abbvs.**
Now students can look at a recent audiogram and plot their own while comparing it to the Audiogram of Familiar Sounds. The Abbvs. chart helps demystify all those unkown letters on their personal audiogram.

## Audiogram Activities

**Comparing My Audiogram to Cece's**
The audiogram activities build data interpretation skills and helps them understand their own hearing. I place an image of my student's most recent audiogram into the empty space next to Cece's.

**Audiogram of Familiar Sounds**
In plotting familiar sounds on the audiogram, students see where common sounds fall and gain a deeper understanding of frequency and volume.

They hopefully will say things like - "it depends, what kind of dog is barking, or what type of bird is chirping " or " it depends how far away the baby is from me when he/she is crying." If not, bring it up. Explain that audiograms aren't an EXACT science, but a useful tool in assessing being able to talk about hearing. This last statement is poignant if you and your student watch Jay Zimmerman's video.

**Plotting My Audiogram**
You will note that I have changed the usual **"Normal Hearing" level to "Typical Hearing."** Students were asking me what a "normal person" could hear. I had to explain - a "normal" person can have different hearing, you mean *"normal hearing for a person."* Instead of "normal hearing" I changed it to "typical hearing." Now that the language is different there is no confusion.

**Words Matter:**

- Remember to avoid using the words *Normal* and *Impairment.*
- Keep the word **ACCESS** in mind.
- ***For example -*** I could say to students*:*

*"I have the least access to high frequency sounds."*

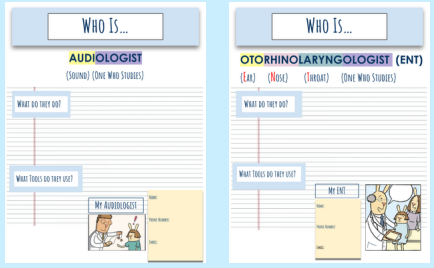
## Audiogram Activities

**Understanding Abbreviations (ABBVS)**
The abbreviations activity helps students decode their own audiogram. Audiologists use many abbreviations and symbols; students learn what they mean so they can understand and discuss their hearing results. Don't overwhelm students with the full list.

Explain the purpose: *"Doctors use short abbreviations to save time on reports. Learning them helps you understand your own hearing reports."*

For younger students: Focus on HA, dB, Hz, AD, AS, AU. Look at their audiograms and find them to decipher.

Reassure students: *"You don't need to memorize all of these. Just know they exist, and you can ask your audiologist what they mean."*



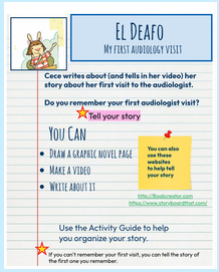

**Targets**

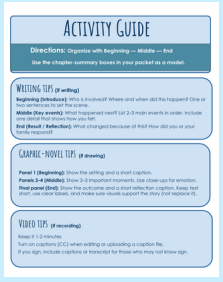
- The roles of ENTs and Audiologists
- The contact information of mine

**ACTIVITY**
**My ENT and Audiologist Information**
Students learn that "An ENT is a doctor who takes care of ears, noses, and throats. An audiologist is a hearing specialist."
Research to answer the questions on the worksheet.

# ENT/Audiologist Activity

ENT: Diagnoses ear infections, prescribes medication, can do surgery if needed
Audiologist: Tests hearing, fits hearing aids, helps with communication strategies
Have students fill in "My ENT" and "My Audiologist" information
This is good self-advocacy practice. Help them find the information in their records for them if they don't know.

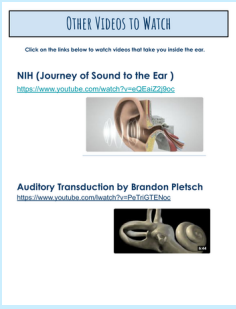



**Target**
Visiting an audiologist is a shared experience of others in the deaf and hard of hearing community

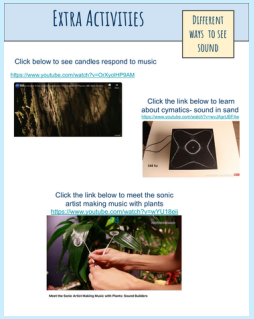
**ACTIVITY**
**My First Audiologist Visit Story**

Students write about the first audiology visit they remember. Many students had their first one in the hospital. For further research, you can explore ABR (Auditory Brain Response) testing with students. You may want to share other interesting audiology visit other student stories anonymously for inspiration.



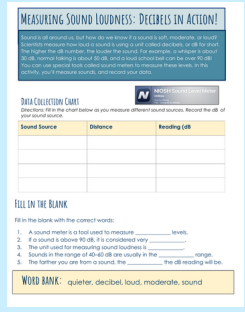













**ACTIVITY**
**Extra Activities**
How Do Animals Hear? (Research project or Kahoot game)
This activity connects to the science of hearing in a fun way.
Ways to See Sound (Candles, Cymatics, Music with Plants) These are engaging, creative demonstrations of sound waves. Use if students need a visual or kinesthetic break.
The Hearing Visualizer (Jay Zimmerman's tool)
This video is recommended for high school students. It agrees that **words matter** and reframes "hearing loss" as "hearing difference" and can be powerful for shifting mindset.
Decibels in Action (Sound meter activity)
Hands-on practice measuring sounds in the environment. This is great for kinesthetic learners.
**Choose extra activities based on student interest and time availability.**

# Reading Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Accuracy | Reads almost all the words correctly with only a few mistakes, and corrects errors quickly when needed. | Reads many words correctly, but makes several mistakes that sometimes interrupt meaning | Reads few words correctly, mistakes are frequent and make the text hard to understand |
| Rate | Reads at a smooth, steady space that sounds natural for the text. | Reads unevenly, either too slowly or too quickly, which sometimes affects understanding. | Reads very slowly or rushed, making it hard to follow the text |
| Expression | Uses voice, tone, and phrasing that match punctuation and meaning making the reading sound natural | Uses some expression, but voice may sound flat or not always match the meaning | Reads word by word or in very choppy phrases, with little attention to punctuation |
| Phrasing | Groups words into smooth phrases and uses punctuation to help the reading flow | Groups some words into phrases, but reading may sound choppy at times | Reads word by word or in very choppy phrases, with little attention to punctuation |

## Notes

# Summary Writing Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Beginning | Clearly tells the chapter's beginning by naming the main characters or setting and describing the first important event in the chapter | Tells part of the chapter's beginning, but leaves out an important detail, character or event | Does not clearly describe the beginning of the chapter |
| Middle | Clearly tells the chapter's middle by explaining the main events in the correct order with important details | Tells part of the middle events, but the order is unclear or important details are missing | Does not clearly describe the middle of the chapter |
| End | Clearly tells how the chapter ends and includes the final important event or result | Tells part of how the chapter ends, but the ending is incomplete or missing an important result | Does not clearly describe the end of the chapter |
| Summary Quality | Uses only the most important chapter ideas and leaves out small, unneeded details | Includes some important ideas, but also includes a few small, unneeded details | Includes many unneeded details or misses the main ideas of the chapter |

## Notes

**Click on the icon to complete a short survey about Chapter Two Unit.**

# Chapter Three Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Unit Summary**

**While Reading**

**Activities**

- Speechreading Worksheet

Teacher Talk: Speechreading Worksheet

- Forensic Lip Reading Activity

Teacher Talk: Forensic Lipreading

- Celebrity Lipreader Article

Model Response Celebrity Lipreader

Teacher Talk Read My Lips

- Speechreading Videos and Quizzes
- That Deaf Guy
- Reading Faces

Teacher Talk Reading FacesBody Language Videos

- Visual Accessing Cues/Eye Direction Meaning

Teacher Talk Visual Accessing Cues

- Silent Scene Activity

Model Response Scene Activity

**Teachers Learn About Their Student's:**

- Understanding and ability to read and name facial expressions
- Visual literacy skills and ability to make visual inferences
- Comfort discussing access barriers and challenges
- Self-awareness about their access needs and strategies
- Prior experience with speechreading
- Ability to articulate what helps them access information
- Strategies they use successfully to gain access
- Whether they've experienced situations where they couldn't access information visually
- Understanding of how environmental factors affect their access to information

**Students Learning Targets**

- The difference between lipreading and speechreading
- Situations that make speechreading difficult
- Interpreting facial expressions and connect them to emotions
- Forensic lipreading and how it's used in legal cases, documentaries, and sports
- Speechreading is a skill that is not 100% accurate

**Student Learning Targets**

- How to use body language, facial expressions, and environmental cues to infer meaning and emotion
- Barriers to communication (lack of visibility, background noise, masks, distance) are real challenges
- Deaf and Hard of Hearing people use multiple strategies including speechreading, sign language, captions, hearing technology to access information
- How to advocate for their own communication needs

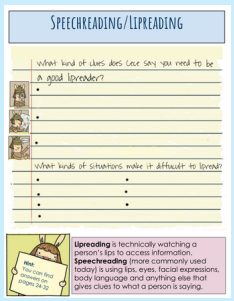
## Chapter Three Unit

In Chapter 3, students explore how Cece navigates the world using speechreading and lipreading to understand what people are saying. Students learn about forensic lipreading, how to analyze faces, and watch a silent video to students develop visual literacy skills and discover barriers to access. They also reflect on their own spreechreading abilities, communication strategies and access needs.

## While Reading

Words sound all mixed up for Cece in this chapter. During reading ask your students to try to figure out what the mixed up words are. Have them watch you say all the similar words (Jerry's Mop and Cherry Pop, shoes and juice, coke and goat, bear and pear) so they can see how similar it looks on the mouth. Ask them to say it as well so they can feel how similar it feels.

Tell them *"Many of these situations are hard even for those with typical hearing. But for Cece and her classmates they were extra hard."*




**ACTIVITY**
**Speechreading/ Worksheet**
This worksheet asks students to go back to the text and identify the clues for good lipreading and situations that make it difficult.

**Targets**
- Lipreading vs speechreading
- Situations that make speechreading difficult

## Speechreading Worksheet

Define terms clearly:

**Lipreading** - watching lips only (technical, limited) Only 30%-40% accuracy

**Speechreading** - using lips + face + body + context (more common, more effective) adds some more accuracy but not 100%





**Targets**

- Forensic speechreading
- Reading comprehension

**ACTIVITY**

**Forensic Lipreading Article**

This is fascinating but complex article about forensic lipreading and is meant for older students. The article is between a 7th-9th grade level.

Students Read the article and then answer a reading comprehension worksheet.

DIRECTIONS: ANSWER THE FOLLOWING QUESTIONS TO CHECK YOUR UNDERSTANDING OF KEY TERMS FROM THE ARTICLE

**What is forensic lip reading?**

a) A way to improve your own ability to hear better
b) A form of lipreading used to collect information or evidence for legal cases
c) A type of lip balm used by actors and performers
d) A skill that only Deaf people can use

**What does "admissible evidence" mean in the context of this article?**

Admissible information means any information or testimony a judge allows to be presented in court, which the jury can legally consider in their decision.

**Besides criminal investigations, name two other uses of forensic lip reading mentioned in the article:**

Historical Documentaries and Sporting Events

**After reading this article and Chapter 3 of El Deafo, how has your understanding of speechreading changed? Do you have more respect for this skill? Why or why not?**

## Forensic Lip Reading Activity

Start with having students find the definition for forensics: *"Forensic lipreading is using lipreading skills to understand what people are saying in video footage. It is usually for legal or investigative purposes."* Then read the article together. This is another opportunity to learn vocabulary and practice reading fluency.

## Forensic Lip Reading Activity

Here are possible vocabulary words to preview:

- **ascertain**
- **incriminating**
- **espionage**

**Discuss real-world applications:**

Police investigations (security footage)
Documentary filmmaking (adding sound to silent historical footage)
Sports (lip reading players or coaches)

**Emphasize accuracy limits:**

"Forensic lipreading is not 100% accurate. Many factors affect it: video quality, angle, lighting, speaker's accent, mumbling, etc."



**Targets**

- Speechreading can be a recognized skill
- Speechreading is a skill that takes practice and is not 100% accurate

**ACTIVITY**

**Celebrity Lipreader Article**

This is an article about Celebrity Lip Reader Jackie Gonzlez. She is very popluar on Instagram -students may know of her. This is also for your middle and high school students. Students are asked: Jackie Gonzales says *"Lip reading has always been about survival for me."* What does she mean by this?

## Discussion Question Response



**Discussion question: Jackie Gonzalez says, "Lip reading has always been about survival for me." What does she mean by this?**

**Survival** - necessary, functioning, what's needed for access

When Jackie Gonzalez says that lip reading has been about "survival" for her, she means that lip reading is not just a cool skill or a party trick—it's something she has had to do in order to function and communicate in a hearing world.

For Gonzalez, who is deaf, lip reading is essential to her everyday life. She uses it to understand conversations, to interact with people, and to participate in the world around her.

Gonzalez also says, "I've done what I have to do," which shows that lip reading is something she was forced to learn and master out of necessity, not choice. It's a survival skill—something she needed to develop in order to survive and thrive in a world that wasn't built for deaf people. Her lip reading ability allows her to access information, maintain relationships, and participate in society.

Now that Gonzalez has become famous for her lip reading on social media, she's using this survival skill in a new way—not just to survive, but to entertain, educate, and build a career. This shows how a skill that started as a necessity has become a strength and an opportunity.





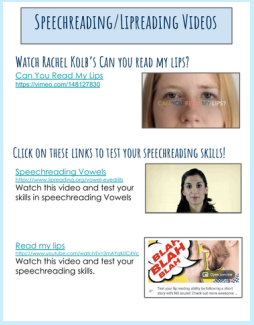





## Read My Lips

After completing these activities you and your older students can discuss why telling a deaf or hard of hearing person to ***"read my lips"*** is insensitive.

- This comment negates the communication barrier.
- Speechreading is not reliable and the comment makes the assumption the deaf person has a magical superpower.
- It places the entire burden of understanding on the deaf or hard of hearing person.




**Target**
Accessing speechreading skills

**ACTIVITY**
**Speechreading Videos and Quizzes**

Rachel Kolb's "Can You Read My Lips?" A fun, engaging introduction to speechreading. Preview to see if it is right for your student.
Speechreading Vowels Quiz : Provides practice with a specific skill (vowel recognition through lip movements). Students are often surprised at how well they do on this quiz.
"Read My Lips" YouTube Video Tests students' speechreading abilities on a short story with no sound. This one is challenging.
Tell them *"Speechreading is hard! Some people are great at it and some aren't, being deaf or Hard of Hearing doesn't make you great at it - but it does mean you practice it more."*




**Targets**

- Speechreading is a skill that takes practice and is not 100% accurate
- The meaning of CODA & KODA

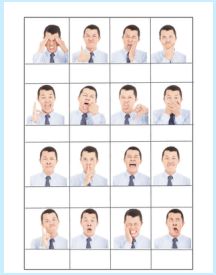
**ACTIVITY**

**"That Deaf Guy" Comic Strips**

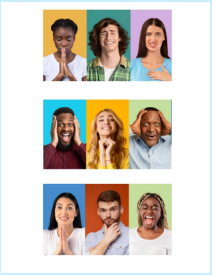
Background: Matt Daigle is Deaf, Kay is a hearing interpreter, Cedric is a CODA (Child of Deaf Adult). Matt and Kay created That Deaf guy to share the experiences of their bilingual family (ASL and English). You will find them scattered throughout the workbook.

Comic 1: "Lipreading Nightmares: Masked Superheroes" Humorous but makes a real point: masks block lip visibility, making lipreading impossible. Connect to real life: "During COVID, many Deaf and Hard of Hearing people faced serious challenges because of masks."

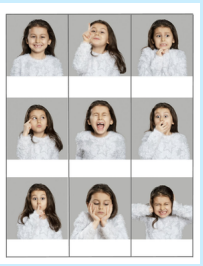
Comic 2: "Car Noise" : Shows how Matt uses facial expressions and other people's reactions to detect problems he can't hear. Discuss: *"How does Matt figure out his car is broken?"* (He watches people's faces at a traffic light)

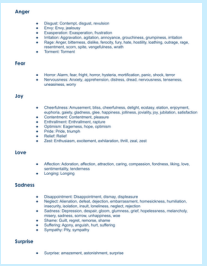











**ACTIVITY**

**Reading Faces and Feelings and Vocabulary**

This activity builds emotional literacy and vocabulary. Students "Read the Faces" of photographs of people. There are several to choose from.

## Reading Faces

I am often surprised at how difficult this activity is for some of my students.

You can start with the example and show how the two example faces and discuss the interpretations provided.

You can use the emotion vocabulary list (Anger, Fear, Joy, Love, Sadness, Surprise) to expand students' emotional vocabulary.

## Reading Faces

Choose a group of photos for your student. Have students label emotions in photographs. This can be a single word or students can write what they think the person is saying or thinking. If they are struggling, ask them to mimic the face- this helps! Discuss which facial features indicate which emotions (eyebrows, mouth, eyes, jaw).

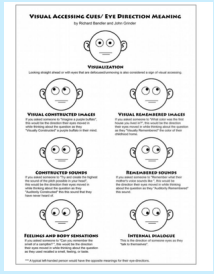
For struggling students focus on basic emotions: happy, sad, angry, scared, surprised.Use simple descriptive language: "smiling," "frowning," "eyes wide," etc.

For older students: Use the full emotion vocabulary list
Discuss nuances: *"What's the difference between angry and frustrated? Between sad and disappointed?"*
Analyze subtle facial changes that distinguish similar emotions.




**Target**
Body language and the brain are connected

**ACTIVITY**
**Body Language Videos**
These are interesting videos for the curious students who want to dive deeper into body language.
Preview the videos to see if they are right for your students. I recommend watching Body Language and the Brain with your Middle School and High School students.



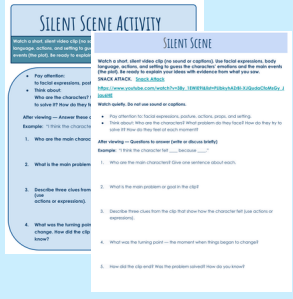

**Target**
Body language and the brain are connected

**ACTIVITY**
**Visual Accessing Cues / Eye Direction Meaning**

Basic concept: "The direction someone's eyes move can give clues about what they're thinking (remembering, imagining, etc.)."

## Visual Accessing Cues

Before showing your student this, ask him/her one of the questions and note where his/her eyes shift- my go to is *"what is the color of your front door at home?"* Acknowledge the student's eye shift and then go over the paper together. Take turns asking some of the questions. My students find this really fascinating. I do too!




**ACTIVITY**
**Silent Scene Activity:**
Students watch a short, silent video clip "Snack Attack" (YouTube link provided) and answer questions about characters, emotions, and plot.
This is an engaging activity that practices speechreading and emotional inference without sound.

# Model Response-Silent Scene Activity

**Who are the main characters? Give a sentence about each.**
There is an old woman who is a passenger waiting at the train stations who becomes convinced her snack is being taken away and reacts angrily.
There is a young man/teen traveler who sits near the woman, is listening to music and is texting on his phone. He appears calm but surprised as he interacts with the snack and the woman's reactions.

**What is the main problem or goal in the clip?**
The main problem is that there is a misunderstanding about a snack. The woman believes someone is stealing it, while the young man wants to eat. but is unsure how to react to the woman's anger.

**Describe the clues from the clip that show how the character felt (use actions or expressions).**
Clue 1: woman is angry/frustrated. She scowls, raises her eyebrows and leans forward.
Clue 2: young man is nervous and fidgety. He avoids eye contact, fidgets with his hands and looks down at the snack when confronted.
Clue 3: Old woman is embarrassed and then grateful. After she opens her purse and finds her own snack her face flushes and she looks ashamed, then softens and smiles when she remembers the young man shared.



# Reading Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Accuracy | Reads almost all the words correctly with only a few mistakes, and corrects errors quickly when needed. | Reads many words correctly, but makes several mistakes that sometimes interrupt meaning | Reads few words correctly, mistakes are frequent and make the text hard to understand |
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| Phrasing | Groups words into smooth phrases and uses punctuation to help the reading flow | Groups some words into phrases, but reading may sound choppy at times | Reads word by word or in very choppy phrases, with little attention to punctuation |

## Notes

# Summary Writing Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
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## Notes

**Click on the icon to complete a short survey about Chapter Three Unit.**

# Chapter Four Unit

**Teachers Learn**

**Student Learning Targets**

**While Reading**

**Before You Begin**

**Activities**

- Hearing Aid, BAHA and Cochlear Implant Timeline
- My Technology Tool Timeline
- Technology Then and Now
- My Technology Design
- Technology Tools
- NY Law That Changed Labels/Reading Response Model Article Reading Response
- Big Ocean K-Pop
- Two Bubbles Activity

Teacher Talk: Two Bubbles Activity

- Big Ocean K-Pop
- Two Bubbles Activity

Teacher Talk: Two Bubbles Activity

**Teachers Learn About Their Student's**

- Personal agency around technology and identity choices
- Comfort level discussing their hearing loss and assistive devices
- Preference in identity labels
- Ability to articulate what access looks like for them
- Learn the source of technology choices (positive - gain more access, bluetooth capability) or (negative-peers' attitudes toward technology, vanity, physical comfort, technology performance, lack of agency with mic, or something else).
- Aspirations and how they see technology fitting into their future
- Student's friendships at home and in school

**Student Learning Targets**

- The historical Evolution of H.A.T (Hearing assistive technology)
- Technology Diversity, that multiple types of technology exist
- H.A.T vocabulary and function
- Personal agency around technology and identity choices
- Language and identity including Deaf Gain
- Advocacy can lead to change

## Chapter Four Unit

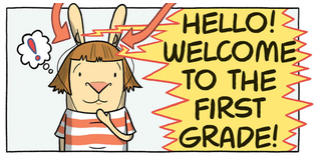
Chapter 4 introduces one of *El Deafo's* most powerful visual metaphors: the two bubbles - Cece's Inner Superhero Bubble and her Loneliness Bubble.

- **The Inner Superhero Bubble** represents Cece's inner world, her confidence, her strength, and her sense of self and humor when she's alone with her thoughts.
- **Her Loneliness Bubble** is the protective barrier between her and the world. Cece struggles with her identity and is unsure how to see or "name" herself.

Chapter 4's workbook also explores the history, science, and personal experience of hearing assistive technology (H.A.T). Students examine how technology has evolved from the bulky Phonic Ear of the 1970s to today's digital devices.

This chapter invites students to reflect on their own relationships with technology.

**More importantly, we help students move beyond the medical model's "fix-it" mentality to a social model perspective where technology is a tool for access, not a mandated cure.**




## Chapter Four Unit

Students read technology timelines, design their own dream H.A.T, and investigate the subject of identity and deaf culture through the lens of language and labeling. This is a great time to explore the latest technology/apps/real time captioning glasses that are constantly emerging.

This chapter also touches on the topic of how identity and labels have changed over time due to advocacy and choices made by the deaf and Hard of Hearing community. Students are introduced to the range of options which invites them to begin thinking about identity that feels authentic and chosen.

### While Reading

Students are asked to think deeper about the representation of the bubble in chapters 4 and 5. Discuss these questions before having student write.

**You can use think-alouds while reading and model the process.**

Ex. "*What does the bubble represent? I think the bubble represents Cece's inner world,her thoughts, feelings, and her superhero identity. Let me find evidence. On page [X], the illustration shows Cece inside a bubble. The text says [quote]. This shows that the bubble is separate from the outside world, which suggests it represents her private thoughts."*

## Before You Begin Technology Activities

### This is a Valuable Chapter

You may learn many things about your student in Chapter 4. Often this is the chapter when students take out their device (from their ears if they're wearing them, or from their backpacks - or pockets YIKES- if not).

Make it low-pressure and optional. Some students will be excited to show you. Some will not. Both choices are fine.

### Remember: Social Model, Not Judgment

***Technology is a tool for access.*** Think of it the same way you think about a laptop, a phone, or bluetooth technology. It's neutral.

### Meet Students Where They Are

***Don't "should" your students.***
"You should wear your hearing aid all day." "You should use this technology." "You should want to use it." These words, even when well-intentioned, send a message: *Your choice is wrong. You're doing it wrong.*

Instead, listen. Ask questions. Honor what students tell you about their own hearing and their own choices. Talk about Cece's choices. **Cece doesn't love having technology but does love the access it provides**. Anonymously use stories about your other students.

### This workbook is a journey to self discovery and that includes the use of tools like technology.

Some students will tell you they love their device. Some will tell you they hate it. Some will tell you they wear it at school but not at home. Some will tell you they've never worn it. All of this information is valuable.

- If a student tells you they don't like wearing their device, that's information.
- If they tell you they only use it in certain situations, that's information.
- If they tell you they prefer other access methods, that's information.

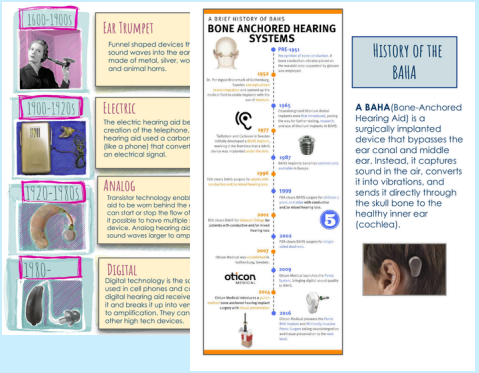
### Possible Discoveries

I have discovered many things about my students' technology in Chapter 4 including:

- older kids who still had their volume set by their audiologist and could not adjust it on their own.
- when students use technology (if at all) outside of school. That's real insight into their relationship with their device.
- students' preferences and frustrations about the microphone-including lack of agency of what they hear
- unreported technical issues like excessive feedback, connectivity problems or other device failures that have never come up.
- and I have heard hilarious stories (like Cece's ) when teachers have forgotten to mute.

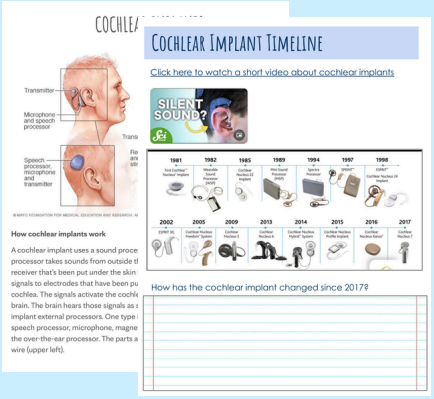
### Action

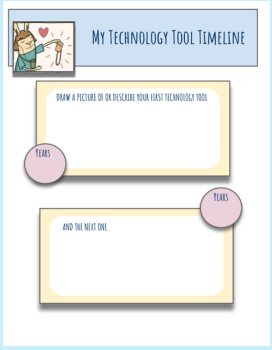
Use all this valuable information to troubleshoot and strategize outside of sessions with your student. Involve your student's audiologist. Honor your student's privacy and agency. While they are learning to advocate for themselves, use these discoveries to ensure they have the access that actually works for them.




**Targets**

- The historical Evolution of H.A.T
- Technology is Diverse



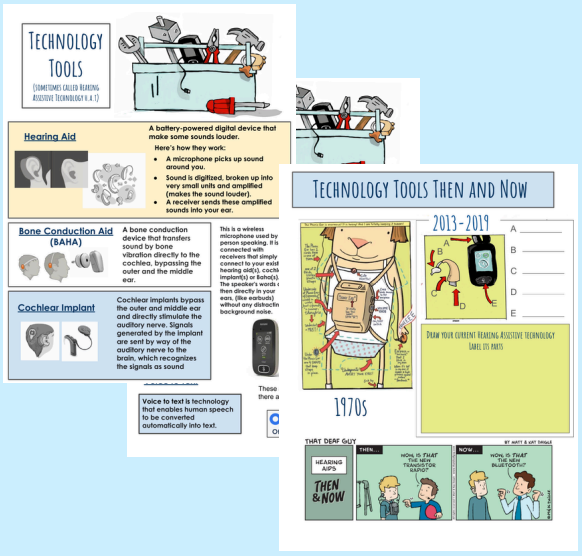

**ACTIVITY**

**Hearing Aid, BAHA, and Cochlear Implant Timeline**

Students learn about three major types of hearing assistive technology, understanding their evolution and how each works. This activity demystifies technology and provides scientific vocabulary.

**My Technology Tool Timeline**

This allows students to reflect on their technology timeline and the changes to these tools. They can write or draw about it.




**Targets**

- Technology functions
- Technology Vocabulary

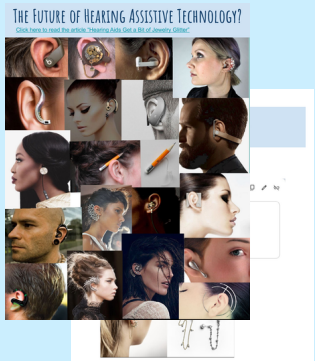
**ACTIVITY**

**Technology Then and Now**

Students compare the Phonic Ear of the 1970s (through Cece's eyes) with modern hearing assistive technology, understanding both technical and social changes. This activity gets students thinking about how technology affects daily life. Share the "That Deaf Guy" comic. Discuss how perceptions of technology have changed—what used to be confused with a transistor radio is now mistaken for Bluetooth!

**Technology Tools**

Students learn the names, functions, and how various hearing assistive technologies work. This activity builds vocabulary that students can use in telling their own story and in their self advocacy work.







**ACTIVITY**

**The Future of Hearing Assistive Technology/Designing My Own Hearing Assistive Technology**

Students imagine the future of hearing assistive technology, seeing it as evolving and customizable. This activity combines innovation, creativity, and a wish list. Look at all the inspirational photos and links provided before having student design their own. Students apply design thinking, combining function with personal preference. They become innovators. You and your students may uncover some truths about how the student feels about their technology.

## Design My Technology

This activity may reveal a lot of information! I once had a student draw a device that had two features- one colorful and bedazzled, the other totally invisible. This drawing spoke volumes about her feelings not only with her technology but about her identity.

## Identity and Labels

Students can use any label they want or multiple labels. I share that I sometimes identify as deaf and other times as hard of hearing, depending on my environment and the situation. **Many students will not yet know what label fits them and that is completely fine.** Let them know right away that there's no wrong response - it is a personal choice.







**Targets**

- D/deaf and hard of hearing labels
- Labels/Identity are a personal choice

**ACTIVITY**

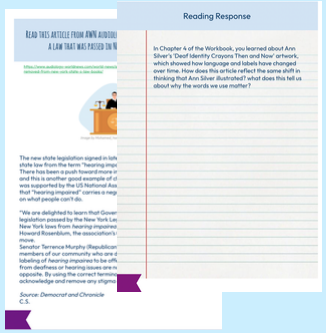
**Deaf Identity Crayons Then and Now (Ann Silver)**

This activity is geared towards older students. It is an art-based activity that explores how language and labels have changed over time. Students examine the shift from stigmatizing, medicalized terminology to affirming, culturally-grounded identity language. The old labels found in the crayon box are deficit-based. The new labels are identity-based and chosen. Some of the "new" labels are now dated. You may want to discuss this with your student and create new ones that could be added to that updated box.

**Me, a Name I Call Myself**

This reflective activity helps students explore the language they use for themselves and why. It honors personal choice and identity agency.

- "Hearing impaired" was once preferred but is now often seen as outdated or imposed by hearing people. (the next activity dives deeper)
- "Hard of hearing" and "Deaf" are valid- some people use both.
- Lowercase "deaf" vs. uppercase "Deaf" signals cultural identity (D) vs. audiological status(d).
- "Deaf Gain" is a newer affirming term recognizing the strengths and perspectives Deaf people have.







**Targets**

- Advocacy can lead to change
- Learn about K-Pop Band Big Ocean

**ACTIVITY**

**NY Law That Changed Labels/Reading Response**

Students learn that language matters enough to change laws. This activity connects personal identity work to systemic, political action. After reading this article, students are asked to consider how this change reflects the same kind of thinking illustrated in Ann Silver's artwork and complete a reading response.

**Big Ocean K-POP**

Students can watch a video about Big Ocean, the first deaf and hard of hearing K-Pop band. Students may find discussions about accessibility during performances interesting.

## Model Article Reading Response

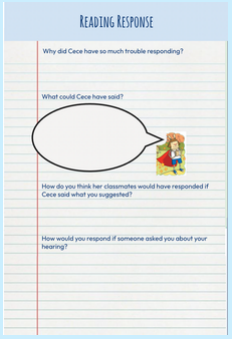
Ann Silver's 'Deaf Identity Crayons Then and Now' artwork showed how language about deaf people changed from negative, stigmatizing labels (like 'dummy,' 'deaf-mute,' 'hearing-impaired') to more positive, identity-based labels (like 'Deaf,' 'signer,' 'Deaf-American'). This article about New York's law change reflects the exact same shift in thinking. By changing the law from 'hearing impaired' to 'deaf or hard of hearing,' New York is saying the same thing Ann Silver was saying with her crayons: **the words we use matter, and they shape how people see themselves and are seen by others.**

## Model Article Reading Response

The article explains that 'hearing impaired' has a negative connotation because it focuses on what people *can't* do (hear). But 'deaf or hard of hearing' is just describing what someone *is*, without judgment. It's about identity, not about being 'broken.'

This tells us that language is powerful. When we use respectful, chosen language, we're honoring people's identities and removing stigma. Just like Ann Silver used art to show this change over time, New York's law is officially recognizing that language matters—and that deaf and hard of hearing people deserve to be called what they choose, not what hearing people think is best.




**Targets**

- Define access
- What the two bubbles in El Deafo symbolize
- How could character respond

**ACTIVITY**

**Two Bubbles Activity**

This is the introduction to the two bubbles in the story. Point them out in the reading. Ask students what they might mean. This activity explores the word **access** and summarizes the bubble portion of the chapter. Students are then asked to complete a reading response advocating for Cece and then using their own voice.

## Two Bubbles Actvity

There are no correct answers here, only honest reflections. Below you'll find possible responses and guidance for the activity.

**Why did Cece have so much trouble responding?**

Possible responses:

- She was afraid of being judged or treated differently.
- She was still figuring it out - Identity is complicated. She didn't have the experience or language yet.
- She was navigating a hearing world and wanted to just fit in and not claim an identity.
- Nobody had asked her that before - she never thought about it or had a chance to form an answer.
- She was shy.
- All of the above.

**What could Cece have said?**
Students might not know how to answer. If they say "I don't know", offer to brainstorm together.

You could say: *"That's a great question. Should we try to come up with a few responses together?"*

You could share examples anonymously: *"I have students who say..*

- *I am hard of hearing and wear (their technology) to help me hear better."*
- *"I am Deaf".*
- *"I have trouble hearing when it is noisy."*
- *Whatever your actual students say!*

*Do any of those sound good to you?"* For those struggling: *You don't need to know right now, maybe by the end of the workbook you will find the words.*

Some may give a negative response, viewing the classmate's question as "mean", challenge them to think another way- *"maybe the boy is just curious."*

I share with students that I sometimes say different things in different environments. Students can practice saying one or many responses if they choose. Students are learning to articulate their own thoughts and feelings. There's no "correct" way to feel about your hearing or your identity. Different responses are valid for different students in different situations. This is good practice for self-advocacy.

**How do you think her classmates would have responded if Cece said what you suggested?**

Again, there are no right or wrong answers. Some answers may be kind, confused, mean. It is all speculative. A student could share a real life experience.

Possible responses

- Positive- They would be supportive- wouldn't care.
- Neutral- Classmates may be curious and ask more questions.
- Negative- They would make fun of her, treat her differently or leave her out.
- Mixed - some nice, some mean.
- Some students will just say "I don't know how they would react."

While you are reading *El Deafo* with your student, take notice of the classmates and how they are responding to Cece's H.A.T or hearing. Most of them don't seem to be responding at all - there are a few exceptions later in the book.

Some students will give silly, off-the-wall answers to be done with the activity. That's fine- let them. They may be processing, avoiding vulnerability, or just being themselves. Don't judge or correct. There will be more reflective Bubble Activities throughout the workbook.

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## Notes

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## Notes

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# Chapter Five Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Activities**

- Drawing *El Deafo* Video Tutorial



- What is Text Evidence/Character Traits



Model Response for Character Traits

- Two Bubbles Activity



Model Response for Two Bubbles

**Teachers Learn About Their Student's**

- Analytical thinking skills
- Confidence in supporting claims with evidence
- Understanding of character complexity and motivation
- Comfort with literary analysis and textual citation
- Close reading ability - can they support their interpretations?

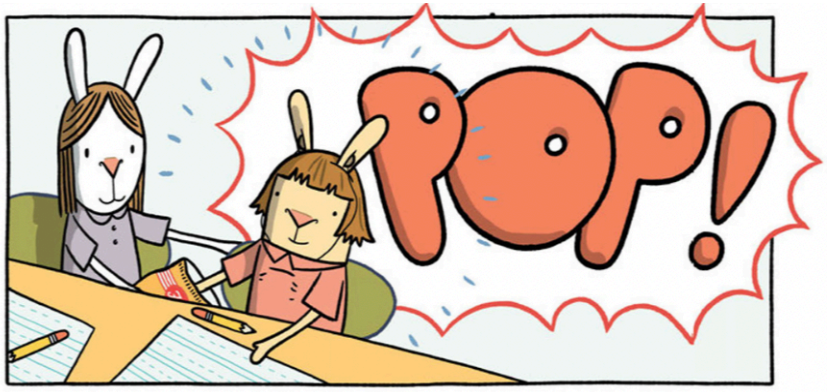
**Student Learning Targets**

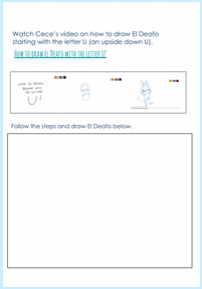
- Using Text Evidence
- Exploring Character Traits and Motivations
- Metaphors written and visual
- Cece's Internal vs. External Experiences
- The complications of Friendship and Loyalty
- Employing Close Reading: Paying careful attention to specific words, phrases, illustrations, and details that reveal character and meaning

## Chapter Five Unit

Continuing with the bubble metaphor, students explore complex character dynamics, particularly Cece's friendship with Laura. This chapter asks students to look beyond surface level observations and dig into character motivation, internal conflict, and the reasons people stay connected despite challenges.

Students develop their close reading skills and evidence-based analysis. They are not only summarizing "what happened" but investigating *why* characters behave the way they do, and they learn to support their interpretations with specific textual proof.



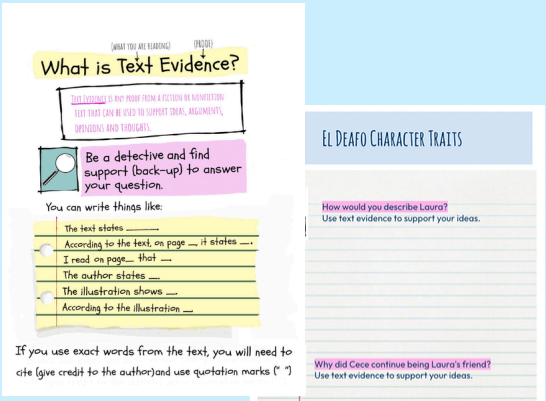






**ACTIVITY**

**Drawing *El Deafo* Video Tutorial**

This is an optional (though I've never had a student decline) creative, low-stakes activity. This invites students into Cece Bell's artistic process. By following her step-by-step drawing instructions (starting with the letter U), students develop fine motor skills, visual-spatial reasoning, and a personal connection to the author-illustrator. This activity also serves as a bridge between reading and creating—students become co-creators with Cece, embodying the spirit of *El Deafo* as a work of art. Watch the whole video first. Then pause and practice. Let students know if doesn't need to be perfect and that they can in fact take artistic license and make El Deafo their own (ex. can change hair, add a background, add speech or thought bubble).







**Targets**

- Using Text Evidence
- Exploring Character Traits and Motivations

**ACTIVITY**

**What is Text Evidence / Character Traits with Text Evidence**

This activity teaches students what text evidence is and how to use it to support their ideas. Students learn that they are "detectives" looking for proof in the text (specific quotes, paraphrases, page numbers, and illustrations) that back up their claims. This skill is essential for all literary analysis and evidence-based reasoning. They practice by describing two characters from the story.

# Model Responses Character Traits

## How would you describe Laura?

Use text evidence to support your ideas.



**Possible Answer:**

Laura is both kind and thoughtless. She can be a good friend, but she sometimes says hurtful things without thinking about how they affect Cece. For example, Laura is kind because she includes Cece in activities and seems to genuinely want to be her friend. However, Laura is also thoughtless because she sometimes makes comments like on page 50 when she tells Cece her drawing is prettier than Cece's. Laura also has her dog bite Cece during their sleepover on page 54! Laura doesn't seem to understand that her words and actions hurt Cece's feelings.

Laura is bossy! She always wants to choose the activities and tells Cece exactly how things should be done like on page 50 where she tells Cece how to make the snowman.

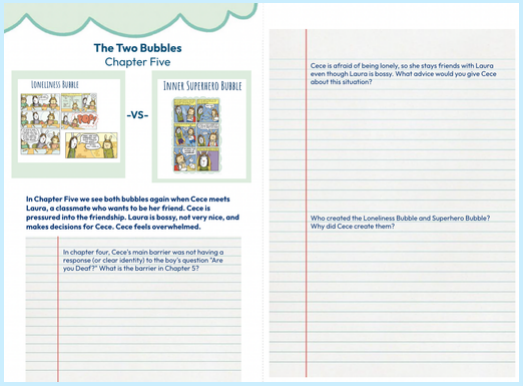
## Why did Cece continue being Laura's friend?

Use text evidence to support your ideas.



**Possible Answer**

Cece continued being Laura's friend because, despite Laura's hurtful comments and actions, Laura was still a friend to her and they did have fun sometimes, like making a snowman (on page 50) and going to girl scouts (on page 51). Cece didn't have other friends so when Laura included her and wanted to spend time with her, it meant a lot to Cece. Even though Laura sometimes said and did things that hurt, Cece valued the friendship more than she valued protecting herself from occasional unkindness. Cece chose friendship and loyalty over anger and loneliness.




**Target**
Close Reading: Paying careful attention to specific words, phrases, illustrations, and details that reveal character and meaning.

**ACTIVITY**

**Two Bubbles Activity**

In Chapter Five, Cece meets Laura, a bossy classmate who pressures her into friendship. Unlike Chapter Four where the barrier was about hearing and identity, Chapter Five's barrier is about friendship dynamics and assertiveness.

## Model Responses Two Bubbles

**In chapter four, Cece's main barrier was not having a response (or clear identity) to the boy's question "Are you deaf?" What is the barrier in Chapter 5?**

**There are lots of possible answers here.** But this barrier is about a bossy friend, not about her hearing- though one positive on Cece's list is that Laura doesn't mind her hearing aid which does shape her decision.

## Model Responses Two Bubbles

**Cece is afraid of being lonely, so she stays friends with Laura even though Laura is bossy. What advice would you give Cece about this situation?**

**There are no right answers but here is a possible response:**

"I like being your friend, but I don't like when you make all the decisions," "I need time to think before I answer," "I have my own ideas too, and I want to share them," "Can we take turns talking?" "I'm excited to be your friend, but I also need you to listen to me."

**Who created the Loneliness Bubble and Superhero Bubble? Why did Cece create them?**

**Possible Answer**

Cece creates this bubble herself. She states "feeling different feels a lot like being alone" on page 46 which is when we first see her step into the bubble. She may feel like people care about her hearing aid and makes this bubble to protect herself. On page 47, the illustrations show that nobody is looking or thinking about Cece. Everyone is just engaged in school activities and not noticing Cece at all.

- There are many possible reasons why Cece creates the bubble. She may be worried about what people think about her hearing aid.
- She may just be naturally shy and has a hard time making friends.
- She may find it easier to not talk to people because conversations are hard and tiring even with her hearing aids.
- Maybe it is a combination of these reasons that causes Cece create this bubble. It allows Cece to feel safe even though it also keeps her alone.

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# Chapter Six Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Activities**

- Metaphors/Visual Metaphors
  - Visual Metaphors in Advertising

Model Responses to Visual Metaphors in Advertising

- Visual Metaphors in *El Deafo*

Model Responses to Visual Metaphors in *El Deafo*

- Action Deafness Activity
- **Extra Activity**
  Drawing Emotions
- The ~~Two~~ One Bubble Activity

Model Responses to Bubble Activity

**Teachers Learn About Their Student's**

- Level of abstract thinking and ability to interpret symbolism
- Visual literacy and comfort "reading" images
- Creativity and willingness to take artistic risks
- Ability to make connections between images and emotions
- Understanding of how design choices communicate meaning
- Confidence in expressing interpretations and ideas
- Media awareness and critical thinking about persuasive visual communication

**Student Learning Targets**

- Metaphors and visual metaphors
- Metaphors in advertising and their purpose
- Text, images, color, composition, and design work together to create meaning.
- Abstract thinking: understanding that concrete images can represent intangible ideas (emotions, concepts, experiences)
- Question what images mean and why creators made specific visual choices
- Express themselves creatively by using images to communicate personal experiences and emotions

# Chapter Six Unit

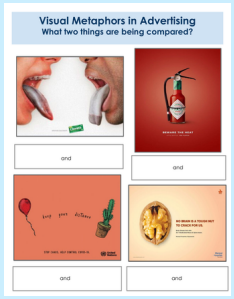
Chapter 6 introduces an impactful literary and artistic techniques in *El Deafo*: **visual metaphors**. Through Cece Bell's illustrations, students discover how images can represent abstract ideas, emotions, and experiences in ways that words alone cannot- like Cece's relationship with Laura. This chapter teaches students to "read" images as carefully as they read text and to understand that every visual choice an author-illustrator makes carries meaning.
In Chapter 6, Cece uses visual metaphors to help readers understand her internal experience. These metaphors are essential to understanding Cece's emotional and advocacy journey, and the themes of the book.

**ACTIVITY**
**Visual Metaphors**
This activity teaches students to recognize and interpret visual metaphors. Students learn that images can represent abstract ideas just as effectively as words can. This bridges the gap between understanding metaphors conceptually and seeing them in action. They are introduced to an example from That Deaf Guy and some visuals of "her head was in the clouds".

There are two videos. The first animated one is very simplistic and appropriate for all students while the second one shows many examples in film and digs deeper into kinds of metaphors but is best for high school students (It is flagged in pink). Please review it before watching with your students.

**Target**
Metaphors and Visual metaphors




**Targets**
Metaphors in Advertising and their purpose

**ACTIVITY**
**Visual Metaphors in Advertising**
This activity teaches students to analyze how visual metaphors are used persuasively in real-world advertising. Students learn about the choices advertisers make and recognize that visual metaphors aren't just in stories, they're a powerful communication tool in society. Advertisers are very smart about using visual metaphors because they know images stick in our brains better than words.

## Model Responses Visual Metaphors in Advertising

**bad breath and a smelly fish/dirty sock**



What the Metaphor Communicates
- Bad breath is disgusting and repulsive.
- Bad breath is something people notice and react to negatively.
- Bad breath is a serious problem worth fixing.
- Using Clorets gum will eliminate this unpleasant problem.

# Model Responses Visual Metaphors in Advertising

**Hot spicy Tabasco sauce is compared to a Fire extinguisher**



What the Metaphor Communicates

- Tabasco is intensely hot and powerful.
- Despite being in a "little bottle," Tabasco has "big flavor."
- Tabasco is a tool—something you use to add heat and intensity to food.
- Using Tabasco is an extreme experience; it's not mild or subtle.
- The heat level of Tabasco requires caution. ("BEWARE THE HEAT")

**Human vulnerability is compared to a balloon too close to a cactus during Covid**



What the Metaphor Communicates

- People are fragile and vulnerable to COVID-19.
- Proximity to others creates danger.
- Distance is necessary for safety.
- People need to "keep their distance" from one another.
- The virus/danger is sharp and harmful (like cactus spines).

**The human brain (and the complexity of treating strokes) compared to a walnut; treating difficult cases is compared to "cracking a tough nut."**



What the Metaphor Communicates

- The brain is complex and difficult to understand/treat.
- Treating brain strokes is a challenging medical task.
- Manipal Hospitals has the expertise to handle difficult cases
- The
- Brai



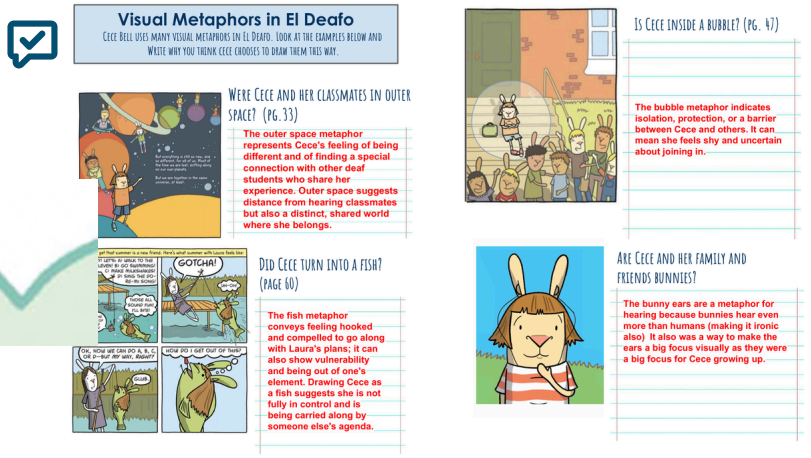

**Target**
Visual metaphors add meaning to a story

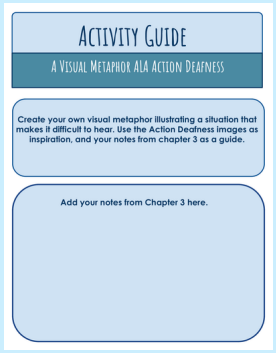
**ACTIVITY**

**Visual Metaphors in *El Deafo***

This activity connects students' learning about visual metaphors to the actual text of *El Deafo*. Students analyze the specific metaphors Cece Bell uses. They learn how these visual choices communicate meaning and emotion. This activity allows students to use what they've learned and demonstrate their knowledge in the use of visual metaphors in *El Deafo*.

# Model Responses Visual Metaphors in *El Deafo*









**Target**
Expressing yourself creatively by using images to communicate personal experiences and emotions

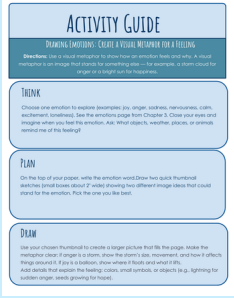
**ACTIVITY**

**Create Your Own Visual Metaphor - ActionDEAFNESS Challenge**

Students to move from analyzing visual metaphors to creating their own.

They are tasked with creating a visual metaphor that communicates an accessibility barriers or communication need, inspired by the actionDEAFNESS posters. Students connect their understanding of visual metaphor to real-world deaf advocacy and accessibility. They can refer back to chapter 3 of *El Deafo* or their notes in that chapter of the workbook.

**Target**
Expressing yourself creatively by using images to communicate personal experiences and emotions




**Extra Activity: Drawing Emotions: Create a Visual Metaphor for a Feeling**

Students who enjoy drawing can continue the exploration of metaphors by choosing an emotion and design an original visual metaphor that shows what that feeling is like. Using examples such as anger as a storm, joy as balloons, or loneliness as a lone tree, students learn that emotions can be represented through objects, weather, settings, colors, and symbolic details. This deepens emotional literacy, creativity, and understanding of how artists communicate feelings visually. There are some videos to watch for inspiration and a list of ideas for teachers in this guide.

## Teacher Guide:
## Emotions to use for creating a visual metaphor for a feeling

**Strong / Intense Emotions**

- Anger — (e.g., a storm, a boiling pot)
- Rage — (e.g., erupting volcano)
- Fear — (e.g., shadowy hallway, flickering light)
- Panic — (e.g., scattered papers blowing in wind)
- Grief — (e.g., wilted flower, empty chair)
- Despair — (e.g., cracked mirror, deep well)

**Sad / Quiet Emotions**

- Sadness — (e.g., rain on a window)
- Loneliness — (e.g., lone tree on a hill)
- Melancholy — (e.g., faded photograph)
- Homesick — (e.g., suitcase by a closed door)
- Regret — (e.g., footprints walking back)

**Happy / Positive Emotions**

- Joy — (e.g., bright sunburst, balloons)
- Excitement — (e.g., fireworks, a rocket)
- Contentment — (e.g., a warm blanket and a book)
- Pride — (e.g., a small plant with a ribbon)
- Amusement — (e.g., a playful puppy)

**Calm / Peaceful Emotions**

- Peace — (e.g., still lake, doves)
- Relaxation — (e.g., hammock between trees)
- Relief — (e.g., open door letting light in)
- Serenity — (e.g., soft clouds)

**Affection / Social Emotions**

- Love — (e.g., two hands holding, heart-shaped leaf)
- Affection — (e.g., shared scarf)
- Friendship — (e.g., linked bracelets)
- Compassion — (e.g., offering hands)
- Jealousy — (e.g., shadow reaching toward another)

**Anticipatory / Motivational Emotions**

- Hope — (e.g., sunrise, seed sprouting)
- Anticipation — (e.g., open gate, countdown clock)
- Determination — (e.g., mountain climber, steady flame)

**Embarrassment / Awkward Emotions**

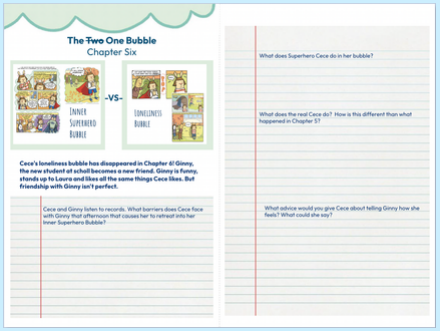
- Embarrassment — (e.g., spilled paint, flushed cheeks)
- Shame — (e.g., person hiding behind a curtain)
- Awkwardness — (e.g., mismatched shoes)

**Mixed or Complex Emotions**

- Bittersweet — (e.g., a half-full glass with fall leaves)
- Nostalgia — (e.g., old music box)
- Ambivalence — (e.g., two doors both slightly open)
- Restless — (e.g., a clock with hands spinning)

**Curious / Thoughtful Emotions**

- Curiosity — (e.g., magnifying glass, open book)
- Wonder — (e.g., starry sky)
- Confusion — (e.g., tangled string, maze)
- Puzzlement — (e.g., a half-completed jigsaw)




**Target**
Analyzing character motives and reactions

**ACTIVITY**
**The ~~Two~~ One Bubble Chapter 6**
Students are asked to analyze Cece's Superhero Bubble (her loneliness bubble is gone this chapter!) and her new complicated friendship with Ginny.

## Model Responses ~~Two~~ One Bubble

**Cece and Ginny listen to records. What barriers does Cece face with Ginny that afternoon that causes her to retreat into her Inner Superhero Bubble?**

**Possible Responses**

- Ginny's well meaning but annoying and unhelpful behavior of speaking slooooowly and LOUDLY
- It's very hard to understand what is being said on a record when you are D/deaf or Hard of Hearing. Monty Python is also British - so add in the accents. Impossible.
- Introduces Cece as her "deaf friend"

**What does Superhero Cece do in her bubble?**

**Possible Response**
Cece explodes in a fit of rage and frustration, throws Ginny's record across the room and shatters it.

**What does the real Cece do? How is this different than what happened in Chapter 5?**

**Possible Responses**
She accidentally yells OUT LOUD (note the illustration's special effects to show that she is screaming) "This second hand monty python stuff is driving me crazy! And what's more- you don't have to talk to me so loud and so slow! I can't stand it!." In her voice. This does hurts Ginny's feelings.

She doesn't say anything out loud to Laura. So maybe this is progress? Her delivery wasn't good BUT she named the specific behavior that made access harder (and annoyed her). She advocated for herself, and she used her voice (a little too much).

**What advice would you give Cece about telling Ginny how she feels? What could she say?**

**So many possible answers- here are a few possibilities:**

- "Ginny, I know you mean well when you speak very slowly and very loudly, but it actually makes it harder to understand what you are saying."
- "I can't see the face of a person talking on a record which means it is too hard to understand. Let's do something else."
- "I don't want to listen to this record, let's do something else."

# Reading Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Accuracy | Reads almost all the words correctly with only a few mistakes, and corrects errors quickly when needed. | Reads many words correctly, but makes several mistakes that sometimes interrupt meaning | Reads few words correctly, mistakes are frequent and make the text hard to understand |
| Rate | Reads at a smooth, steady space that sounds natural for the text. | Reads unevenly, either too slowly or too quickly, which sometimes affects understanding. | Reads very slowly or rushed, making it hard to follow the text |
| Expression | Uses voice, tone, and phrasing that match punctuation and meaning making the reading sound natural | Uses some expression, but voice may sound flat or not always match the meaning | Reads word by word or in very choppy phrases, with little attention to punctuation |
| Phrasing | Groups words into smooth phrases and uses punctuation to help the reading flow | Groups some words into phrases, but reading may sound choppy at times | Reads word by word or in very choppy phrases, with little attention to punctuation |

## Notes

# Summary Writing Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Beginning | Clearly tells the chapter's beginning by naming the main characters or setting and describing the first important event in the chapter | Tells part of the chapter's beginning, but leaves out an important detail, character or event | Does not clearly describe the beginning of the chapter |
| Middle | Clearly tells the chapter's middle by explaining the main events in the correct order with important details | Tells part of the middle events, but the order is unclear or important details are missing | Does not clearly describe the middle of the chapter |
| End | Clearly tells how the chapter ends and includes the final important event or result | Tells part of how the chapter ends, but the ending is incomplete or missing an important result | Does not clearly describe the end of the chapter |
| Summary Quality | Uses only the most important chapter ideas and leaves out small, unneeded details | Includes some important ideas, but also includes a few small, unneeded details | Includes many unneeded details or misses the main ideas of the chapter |

## Notes

**Click on the icon to complete a short survey about Chapter Six Unit.**

# Chapter Seven Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Before You Begin**

**Activities**

- Definitions- CC, OC, SUB, CI
- Caption With Intention Activity

Model Responses Caption with Intention

- That Deaf Guy Comics
- History of Captioning
- Bad Captioning Activity
- I Use Captioning
- Studies on Captioning/Research and Analysis

Model Responses -Studies on Captioning

- Create an Infographic/Education
- How *Stranger Things*' Subtitles Went Viral
- **Extra Activity**
  Add Your Own Captions to *Snack Attack*

**Teachers Learn About Their Student's**

- Captioning familiarity, use and comfort level
- Level of accessibility awareness and understanding of universal design
- Research and analytical skills when working with articles and data

**Student Learning Targets**

- Captioning Vocabulary (CC), (OC) and (SUB), (CI)
- Universal Design: Creating products and environments that work for everyone, not just people with disabilities
- Analyzing, evaluating, and creating media critically; understanding how choices in design and language affect meaning
- Captioning has evolved and improved over decades, driven partly by deaf advocacy
- Create an infographic to teach others the benefits of captioning in the classroom

## Chapter Seven Unit

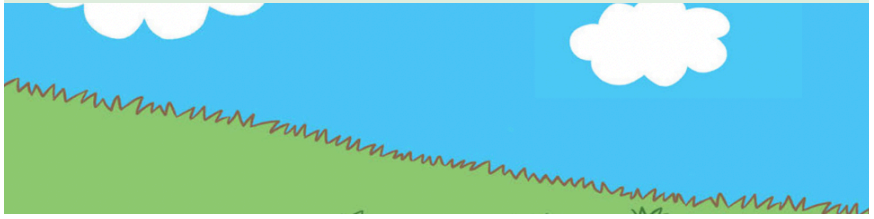
Chapter 7 explores the world of captioning , a critical accessibility tool. Cece did not have it as a tool when she was growing up. Through these workbook activities, students learn the vocabulary and history of captioning technology. Students also explore how thoughtful caption design can enhance accessibility and engagement. This chapter is essentially about **access, equity and universal design**. Captions are not just for the deaf and hard of hearing. They benefit many others. Students will learn who uses captions and why, how captioning technology has evolved over decades, and how intentional design choices in captions can make communication clearer and more inclusive for everyone. Then students will use the information they've learned to create an infographic about the benefits of caption use in the classroom, becoming teachers and advocates for all classroom students.

## Before You Begin

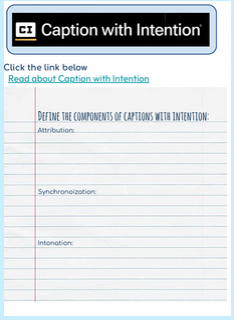
For a good reader, accurate captioning becomes full access. When it is accurate, it is my personal favorite tool. I had the very first TV captioning machine (shown in the timeline of captioning history) that sat on top of my very large TV cabinet on the family room shag carpet. Not many shows were captioned, *The French Chef* with Julia Child was the first! The captioning was not very accurate and sadly it did not make me a great cook. However, I do love my word puzzles. The missing letters in captioning turned out to be good training!

Voice-to-text technology has exploded. Not all of it is totally accurate, but many options are very good and they keep improving, often because of advocacy. Marlee, Matlin, Malcolm "Mac" Norwood (known as the "father of closed captioning" who pushed the FCC to include captions in 1976), and many others advocated for the captioning we have today on TV, movies and streaming services. When people started using Zoom during COVID lockdown, advocates pushed for captioning there too. For those interested, researching these advocates and their stories is a great extra activity.

This chapter is a great time to explore all the technology available with your student, from the apps to captioned glasses and beyond. Find out if their teachers are remembering to turn on captioning for videos in class. If your student agrees to share, the infographic activity is a great way to advocate for themselves, teaching their teachers the benefit of captioning for everyone. Teachers tend to remember mandates best when they come directly from their student. You can help them craft an email and send it, or ask for permission to send yourself.






**Target**
Captioning Vocabulary (CC), (OC) and (SUB), (CI)

**ACTIVITY**
**Definitions—CC, OC, SUB,CI**
This activity teaches students the four different types of text based access: closed captioning, open captioning, and subtitles. Understanding the differences is essential for the rest of the chapter and for real-world media literacy. Students learn that these are not interchangeable terms and that each serves different purposes and audiences. Captioning with Intention uses strategic design choices including color, timing, and language, to make captions not only accurate but emotionally meaningful and truly accessible to all users. Students will read about it and define these different features in a worksheet.

## Model Responses Caption with Intention

**Define The Components of Captions With Intention:**
**Attribution:**
Using different colors for different characters, allowing the audience to quickly understand who is speaking the words on screen. This is especially helpful when the dialogue bounces back and forth quickly between characters.

## Model Responses Caption with Intention

**Synchronization:**
Keeping time with when the words are spoken. Using dynamic animation, alowing caption words to change from white to their character specific color as they're spoken. This leads to better understanding of not only the words spoken but the intent behind them.

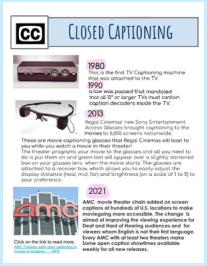
**Intonation:**
Visualizing how dialogue is delivered. Using fonts of different sizes and weights and animation. This allows the words on the screen to communicate emotions behind those words.




**ACTIVITY**
**That Deaf Guy Comic Strips**
These humorous comics by Matt & Kay Daigle use humor to illustrate real experiences and challenges related to captioning.

**Target**
Captioning challenges

**Targets**
History of captioning




**ACTIVITY**

**History of Closed Captioning**

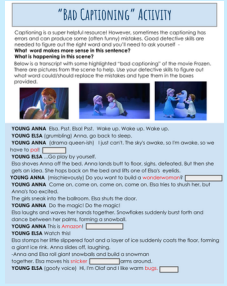
Students learn the history of captioning technology, from the first external decoder in 1980 to modern real-time transcription glasses. Understanding this history helps students appreciate how technology has evolved (I know I appreciate it!) and how advocacy has driven innovation.




**ACTIVITY**

**I Use Captioning:**

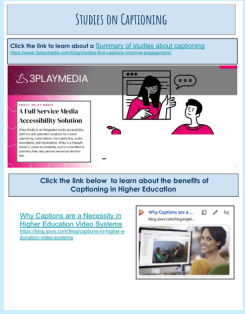
Students complete a simple reflection worksheet that asks if they use captioning - why or why not? This activity invites students to examine their own relationship with captions (whether they use them regularly, occasionally, or not at all) and to articulate their reasons. You may discover new information about your student's access to captioning during this activity.

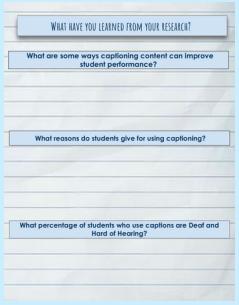



**ACTIVITY**

**"Bad Captioning" Activity—Frozen Transcript**

An engaging activity that teaches students to use context clues, background knowledge, and critical thinking to identify and correct captioning errors. It's fun (the errors are humorous), but it also teaches an important lesson: captions are created by humans and technology, and errors happen. Students learn to think critically about what they read and see.




**Targets**
Captioning benefits many

**ACTIVITY**

**Studies on Captioning/Researching and Analysis**

Students read research studies and articles about captioning use in educational settings. The studies reveal that the majority of students who use captions in school and university settings are not Deaf or hard of hearing. Instead, they use captions for diverse reasons. Students analyze this research and answer guided questions to understand who uses captions, why they use them, and what benefits captions provide.

# Model Responses Studies on Captioning

**What are some ways captioning content can improve student performance?**

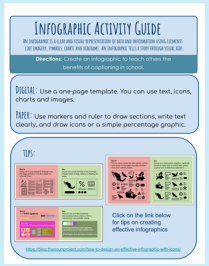
Improves focus on course material
Boosts information retention
Improves comprehension
Promotes greater accuracy

**What reason do students give for using captioning?**

They use captions as a learning aid
Helps them with comprehension
Keeps them more engaged with the material
Helps with vocabulary

**What percentage of students who use captions are DHOH**

29% (71% are not deaf or hard of hearing)







**Targets**

Captioning benefits many
Summarizing information into a graphic
You can advocate by teaching others what you have learned

**ACTIVITY**

**Create an Infographic/Educating Others About Captioning Benefits**

Using information learned throughout Chapter 7 students create an infographic designed to educate others about why captions matter. Students choose either a digital or paper format and apply design principles to make their message clear, engaging, and memorable. There are several resources provided for guidance. With the student's permission, you can share the completed infographic with their teacher(s). This is a great way to teach your student about advocating while reminding teachers that captions benefit all the students in the classroom(s).




**ACTIVITY**

**How Stranger Things' Subtitles Went Viral**

Students learn about how subtitle choices in Stranger Things became so popular that they went viral on social media. Appropriate for kids who have watched it. The article explains how translation, tone, target audience, cultural context, colloquialisms, and word choice all affect subtitle quality. Students understand that subtitle and caption creation involves intentional choices about language and style.

**EXTRA ACTIVITY**

**Add Your Own Captions to Snack Attack**

Students apply everything they have learned about captioning by creating their own captions for the Snack Attack video from Chapter 3. They add auditory information such as sound effects and background sounds in the style of Stranger Things: creative, intentional, and culturally aware. Encourage creativity in their descriptions.



# Reading Rubric

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## Notes

# Summary Writing Rubric

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## Notes

**Click on the icon to complete a short survey about Chapter Seven Unit.**

# Chapter Eight Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Activities**

- The Sleepover

Teacher Talk The Sleepover

- Character Traits Video
- Character Trait Vocabulary
- My Character Traits/Word Cloud
- *El Deafo* Character Traits

Model Response El Deafo Character Traits

- The Bubble Chapter 8

Model Responses Bubble Activity

**Teachers Learn About Their Student's**

- Level of character understanding and ability to analyze motivation
- Capacity for evidence-based reasoning and close reading
- Self-awareness and willingness to reflect on personal traits
- Social understanding of friendship dynamics and relationship complexity
- Vocabulary for describing personality and human qualities
- Comfort with vulnerability and personal reflection
- Ability to compare and contrast using specific evidence
- Self perception through the character traits they choose for themselves in the word Cloud Activity.

**Student Learning Targets**

- Recognizing and Identifying Character Traits
- Citing Textual Evidence to support character trait analysis
- Using evidence to explain why characters behave the way they do and what motivates their choices
- Comparing the similarities and differences between characters and explaining how those differences matter
- Drawing conclusions about character traits from indirect clues in the text

**Student Learning Targets**

- Recognizing traits in themselves and understanding how traits affect their own behavior and relationships
- Using precise language to describe people and personality
- Paying attention to details across multiple chapters to find evidence supporting character analysis
- Strategies in advocating in challenging friendship situations and situations where there is a lack of accessiblity

## Chapter Eight Unit

Chapter 8 focuses on a sleepover party, a pivotal moment in Cece's social journey. At the sleepover, Cece encounters a major barrier: **darkness**. Without light, she cannot speechread or use visual cues to understand what's happening around her. This chapter deepens students' understanding of how environment affects communication access and how Cece navigates social situations. Beyond the accessibility theme, Chapter 8 is about character development and friendship dynamics. While reading about the sleepover, students meet new characters and observe how Cece interacts with different personalities. The chapter invites students to analyze character traits, how Cece navigates social situations, what advocacy skills she uses and reflect on their own.




**Targets**
Strategies in advocating in challenging friendship situations and situations where there is a lack of accessiblity

**ACTIVITY**
**That Deaf Guy Comic Strips/The Sleepover**
This humorous comic strip by Matt & Kay Daigle illustrates a real communication barrier that Cece experiences at the sleepover: the inability to communicate in darkness. The comic shows a deaf couple turning lights on and off repeatedly to use sign language, which neighbors mistake for a haunted house. This activity helps students understand that communication access is environmental and contextual. The humor makes a serious point accessible and memorable. Then students are asked to recount a sleepover experience.

## The Sleepover

**Some prompts:**

- *"Did you wear technology to the sleepover?"*
- *"Did you take it off before you went to sleep?"*
- *"Where did you store it?"*
- *"Did your friend(s) know that darkness would make things harder? If not did you tell them?"*

This is a good opportunity for students not only to think about strategies in gaining access when the sleepover equals conversation in the dark, but also to think about how they store their technology - if they have it. It is a good conversation to have. Sometimes students don't have a good designated place at home. Sometimes it is left out and a pet destroys it (I've heard -and lived- this story more than once)!

**ACTIVITY**

**Character Traits Video/Character Traits Vocabulary and My Character Traits**

This video provides some basic knowledge about what character traits are and how to identify them in stories. The video gives examples that prepares students for deeper character analysis work.

This activity has two parts: Students explore a comprehensive list of character trait vocabulary words and select traits that describe themselves, and then they create a word cloud; a visual representation of their selected traits. This activity builds vocabulary, promotes self-reflection, and creates a personal connection to character analysis. It can also be a window into how your student seems himself/herself.

**Targets**

Recognize traits in myself and understanding how traits affect my behavior and relationships



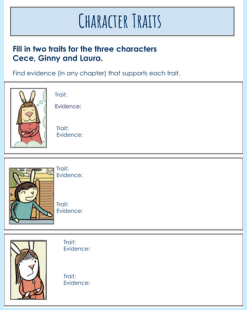

**ACTIVITY**

**El Deafo Character Traits—Cece, Ginny, and Laura**

Students analyze three characters from Chapter 8 by identifying two character traits for each and citing textual evidence supporting those traits. This activity combines character analysis skills (identifying traits and motivation), close reading (finding specific evidence), and analytical writing (explaining how evidence supports claims). Students move from identifying their own traits to understanding how traits drive character behavior in the story.

**Targets**

Paying attention to details across multiple chapters allows you to find evidence in supporting character analysis




# Model Responses El Deafo Character Traits

**Possible Answers**

**Cece: Anxious**

Cece experiences worry and nervousness, especially in social situations. She overthinks interactions and fears rejection or judgment from peers.

**Evidence:**

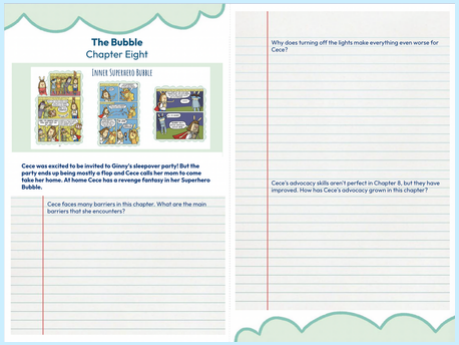
Throughout the book, Cece shows anxiety about fitting in and being accepted. At the sleepover in Chapter 8, she is nervous about being included and worried about how her hearing difference will affect her friendships. In earlier chapters, she creates the "bubble" of loneliness as a protective mechanism—a sign of her internal anxiety about the world around her. Her constant worry about what others think and her fear of being left out demonstrate this anxious trait clearly.

**Cece: Resilient**

Despite challenges and setbacks, Cece keeps trying. She doesn't give up on friendships, she continues to attend social events even when they're hard, and she develops coping strategies to manage her hearing difference.

**Evidence:**

Cece experiences rejection, miscommunication, and exclusion throughout the book, yet she continues to show up socially. She stays friends with Laura even after being hurt. She goes to the sleepover despite knowing it will be challenging. She creates her superhero identity as a way to cope and keep going.




**Targets**

- Strategies in advocating in challenging friendship situations and situations where there is a lack of accessiblity
- Analyze character advocacy skills

**ACTIVITY**

**The Bubble Activity**

Students are asked to recount the events of Ginny's sleepover party and analyze Cece's advocacy skills.

## Model Response Bubble Activity

**Cece faces many barriers in this chapter. What are the main barriers that she encounters?**

Cece faces many barriers at the sleepover party.

- There was condescension and misunderstanding from the other girls. Ellen asks if she is death (instead of deaf - more common than you would think!), Ginny calls her "her deaf friend (again)" Missy calls her "adorable" and "poor thing" and tries to teach her sign language without asking. None of this makes her feel good.
- There was the unwanted pressure - Missy wants to put make up on Cece when Cece clearly doesn't want it.

## Model Response Bubble Activity

- Then there was the movie that she didn't like and couldn't fully understand. The girls make it louder, but that doesn't really help.
- Finally there was the darkness. Ginny turns off the lights and Cece can't speechread and doesn't know what the girls are talking about. She becomes nervous that they are laughing at her.

**Why does turning off the lights make everything even worse for Cece?**

Cece can't speechread in the dark. She then feels isolated and invisible, unable to access what is happening. She can't participate or join in the discussion and feels powerless. Cece becomes very nervous- maybe the girls are talking about her and laughing at her.

**Cece's advocacy skills aren't perfect in Chapter 8, but they have improved. How has Cece's advocacy grown in this chapter?**

While Cece needs to speak up in the moment for her accessibility and personal needs, she does show some growth.

- Cece does set boundries and speak up loudly and clearly about the make-up. She says that she is not interested many times.
- When the lights go off and she feels very uncomfortable, she eventually takes action and has her mom take her home.
- She doesn't accept Ginny's fake apology.

Cece is still learning to be a good self-advocate but improving.

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## Notes

**Click on the icon to complete a short survey about Chapter Eight Unit.**

# Chapter Nine Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Activities**

- *El Deafo* Chapter That Almost Wasn't
- Sign Language

Basic Signs
Fingerspelling
Grammar

Teacher Talk Sign Language Activities

- The History of ASL
- Reading Comprehension
- My Character Traits/Word Cloud

Model Response Reading Comprehension

- The Bubble Chapter 9

Model Responses Bubble Activity

**Teachers Learn About Their Student's**

- Level of character understanding and ability to analyze motivation
- Abilitily to see all sides of a situation
- Self-awareness and willingness to reflect on personal traits
- Emotional intelligence and ability to empathize with characters
- knowledge and interest in Sign Language

**Student Learning Targets**

- The history of Sign Language
- The five parameters and some basic sign language
- Recognize internal conflict
- Agency and choice
- Draw conclusions about character actions from the text
- Recognize traits in themselves and understanding how traits affect their own behavior and relationships
- Examine personal bias
- Perspective taking - holding multiple truths (Cece's need for choice AND the value of sign language)

# Chapter Nine Unit

Chapter 9 is a celebration of Sign Language, its history, linguistic complexity and cultural significance in deaf communities. Cece may not have wanted to learn sign language back in her school days but make sure to read her article (the first activity) about why she worried about including this chapter into *El Deafo*. Students will examine Cece's actions in her superhero bubble and just why it is that she didn't want to attend the sign classes her mom enrolls them in. For those interested (pretty much all my students!), they can learn some signs, and practice their skills.

**Targets**

- Sign Language is not Universal
- Author's thoughts about writing the chapter

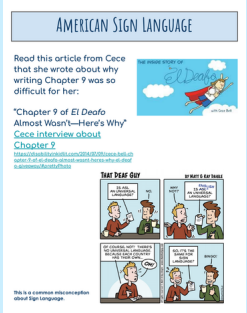
**ACTIVITY**

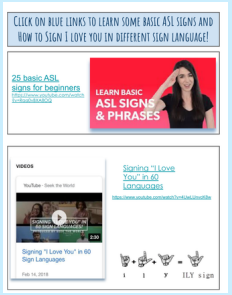
**"Chapter 9 of El Deafo Almost Wasn't-Here's Why"**

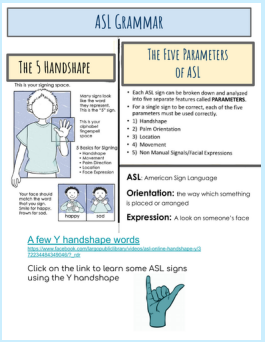
This article written by the author explains why she was uncomfortable about putting this chapter in El Deafo; worried it would insult the Deaf community but wanted to speak her truth about her own story. Students read her authentic reflection and learn about her respect and admiration for signers today.

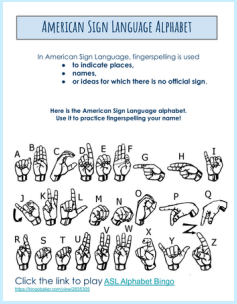
**That Deaf Guy/Sign Language is not Universal**

Matt and Kay Daigle made a perfect comic debunking the misconception that ASL is a universal language.




**Target**

The five parameters and some basic sign language

**ACTIVITY**

**Sign Language/Basic Signs/Fingerspelling/Grammar**

If students are interested, they can watch videos of basic ASL, "I love you" in many different country's sign languages, practice fingerspelling (they love signing their name) and the interactive Bingo game. Students also learn the basics of ASL grammar and its complexities.

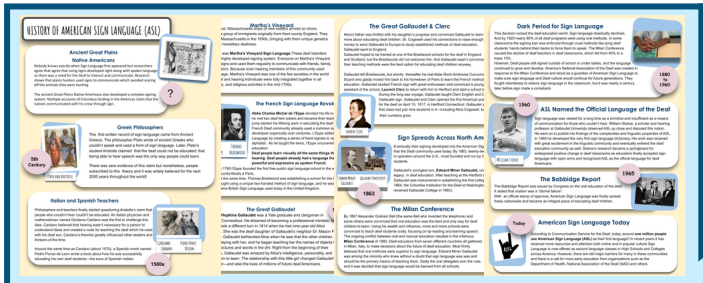
## Sign Language Activities

You will have students with many different relationships to sign language: some who are fluent, some who are super keen to learn (and this chapter will make them even more so), some with mild curiosity, and some who want nothing to do with it. Honor all of these feelings and experiences. They are all valid.

## Sign Language Activities

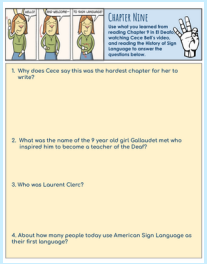
Cece struggled with her feelings about sign language as a child. Her article read in the beginning of this chapter explain her shame, resistance, identity confusion, and feelings of not given a choice. Students may see themselves in Cece's story. After reading the chapter and Cece's article, students can self-reflect on their own feelings about sign language. This isn't about changing their minds; it's about understanding themselves better. Some may discover new interest. Others may confirm that sign language isn't for them right now.

The sign language activities in this chapter are optional. If a student wants to skip them, that's completely fine. For students who want to learn more, there are lots of resources available.




**Target**
History of ASL

**ACTIVITY**
**History of American Sign Language**
Students read a timeline to develop an appreciation for the history of ASL and gain an understanding how sign language was suppressed, fought for and ultimately restored as a legitimate language today.




**ACTIVITY**
**Reading Comprehension**
Students complete this worksheet answering the questions drawing from what they have learned in the previous activities.

## Model Response Reading Comprehension

**Why does Cece say this was the hardest chapter for her to write?**

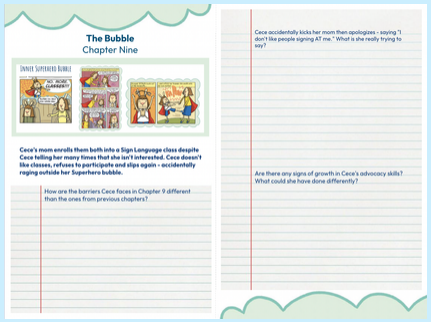
Cece was worried that signers would be insulted by how much she loathed going to sign language class. She now has respect and admiration for sign and signers.

**What was the name of the 9 year old girl Gallaudet met who inspired him to become a teacher of the deaf?**

Alice Cogswell

**Who was Laurent Clerc?**

He was an assistant in a deaf school in France who taught Gallaudet Sign Language and agreed to start a school with Gallaudet in Hartford Connecticut.




**Targets**

- Drawing conclusions about character's actions from the text
- Choice and agency

**ACTIVITY**

**Bubble Activity**

Students identify Cece's new barrier in this chapter about sign language and analyze her actions and advocacy skills.

## Model Response Bubble Activity

**How are the barriers Cece faces in Chapter 9 different than the ones from previous chapters?**

This time the barrier was from her own mom forcing her to do something she doesn't want to do. This is a barrier to making choices. Cece wants to make decisions about what tools she wants to use for access. In the end she questions her own resistance.

## Model Response Bubble Activity

**Cece accidentally kicks her mom then apologizes - saying "I don't like people signing AT me." What is she really trying to say?**

Cece doesn't like others making decisions about what her needs are and she wants to make her own choices.

**Are there any signs of growth in Cece's advocacy skills? What could she have done differently?**

Cece does apologize, identify her feelings, and then communicate honestly to her mother instead of just being angry. This is another sign of growth in her advocacy skills.

She should have identified and communicated her feelings after the first class and told her mother how she really felt sooner.

The chapter doesn't say it's bad to care what others think, that is natural. But Cece learns that her opinion of herself matters more than other's opinions. Also healthy growth.

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## Notes

**Click on the icon to complete a short survey about Chapter Nine Unit.**

# Chapter Ten Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Activities**

- A Sleepover at Martha's

Model Response Sleepover at Martha's

- Cece Finds a Sidekick
- Cece Bell Quote/Reading Response

Model Reading Response

- The Bubble Chapter 10

Model Response Bubble Activity

**Teachers Learn**

- Whether students hide their hearing difference around certain people or situations
- What students value in friendships and what makes a "true friend" to them
- Whether students have experienced moments where they wanted to speak up but didn't
- Students' readiness and willingness to advocate for themselves
- Whether students have people in their lives who accept them fully without judgment

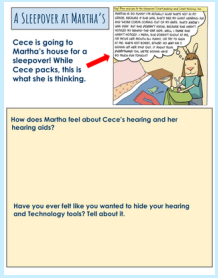
**Student Learning Targets**

- Friendship and what makes a true friend.
- Shame and fear can prevent self-advocacy.
- Personal experiences can inspire action and change.
- It's possible to move from silence to advocacy (Cece's journey).
- Vulnerability and honesty can strengthen relationships.

# Chapter Ten Unit

In Chapter 10 Cece meets Martha, a true friend! She is invited to a sleepover at Martha's house and grapples with a central fear- that Martha will discover her hearing aids and judge her. Students examine Cece's thoughts through her Internal Superhero bubble and revisit the interview excerpt first read in the Pre-reading Chapter. Armed with more vocabulary and self reflection, students respond to Cece's comment about how she has spent her life hiding her hearing and pretending everything is fine.

**Be sure to watch at least part of this week's Deep Dive video with Cece so students can meet the real Martha!**




**Targets**
Shame and fear can prevent self-advocacy

**ACTIVITY**
**A Sleepover at Martha's**
Students read Cece's internal monologue as she packs for the sleepover. Cece's thoughts reveal her anxiety: she's terrified that Martha will notice her behind-the-ear hearing aids and discover she is deaf. The activity includes two reflection questions.

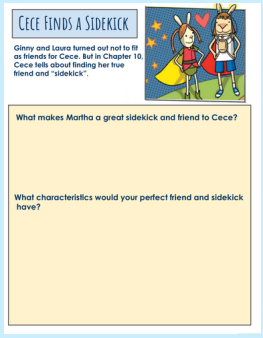
# Model Response A Sleepover at Martha's

**How does Martha feel about Cece's hearing and her hearing aids?**

At first it seemed like Martha didn't know, but then Cece discovers that Martha knew all along. She doesn't feel anything about it. At the end of the chapter, Martha does point out one Deaf Gain, turning it off to get quiet sleep.

**Have you ever felt like you wanted to hide your hearing and technology tools? Tell about it.**

Answers will vary. You could anonymously share other student's stories.




**Target**
Friendship and what makes a true friend

**ACTIVITY**
**Cece Finds a Sidekick**
Students analyze what makes Martha a good friend and "sidekick" to Cece using text evidence. They then reflect on their own ideal friend qualities. This activity builds character analysis skills while students define what friendship means to them. Responses will vary.




**ACTIVITY**

**Cece Interview**

Students revisit Cece's interview response explaining why she wrote the book and how she had been "pretending" her whole life and couldn't advocate for herself. A rude encounter with a cashier finally pushed her to speak up.
Students then respond to two prompts.

**Targets**
Shame and fear can prevent self-advocacy

## Model Response Cece Interview

**What do you think would have happened if Cece said this?**
Also lots of possible responses: Stress that the responses say more about the cashier than Cece…

Helpful-

- asked a different way/rephrased
- used gestures like pointing
- wrote something down
- faced Cece and spoke more clearly
- showed willingness to help

Unhelpful-

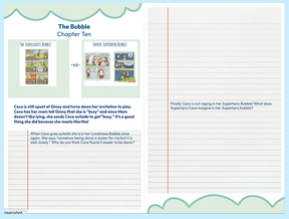
- behaved like Ginny and spoke sloooow and LOUD
- acted bothered or annoyed
- sighed or rolled eyes
- spoke even faster without changing approach
- turned away and refused to repeat

## Model Response Cece Interview

**What could Cece have said to the cashier? What would have happened if she said it?**

So many possible answers but here are a few

- "I'm deaf. Could you please face me when you speak?"
- "I am deaf. Can you write that down or show me?"
- "I can't hear you well. Let's try again. Can you look at me when you talk?"
- "I use hearing aids, but I still have trouble understanding. Could you help me by [writing/pointing/facing me]?"
- "I didn't catch that. Can you repeat it, maybe in a different way?"
- "I have trouble hearing. It's not you—it's me. Let's figure this out together."




**Targets**
Vulnerability and honesty can strengthen relationships

**ACTIVITY**

**Two Bubbles Chapter 10**

Students reflect on Cece's comments and actions in this chapter while in her two bubbles.

## Model Response Bubble Activity

**When Cece goes outside she is in her Loneliness Bubble once again. She says "somehow being alone is easier for me but it is well, lonely." Why do you think Cece found it easier to be alone?**

**Possible Answers:**

- **Keeping up the charade is exhausting.** Pretending to be someone she's not, hiding her hearing worrying about being "found out" takes emotional energy.
- **Having to listen carefully is exhausting (more on this in Chapter 11).** Straining to understand everything people say, working so hard to keep up with conversations, never being able to just relax
- **No judgment when she's alone.** She doesn't have to worry about being judged or rejected.
- **Less work.** Being with people requires constant effort: listening, understanding and keeping up.




**Finally Cece is not raging in her Superhero Bubble! What does Superhero Cece imagine in her Superhero bubble?**

Cece drifts off to sleep and the bubble is in her dreams. She hires Martha to be her Sidekick/Best friend.

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## Notes

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# Chapter Eleven Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Words Matter/Listening**

**Activities**



- Mike Miller
- Model Response Mike Miller



- Listening Fatigue
  - Define
  - Video
- Student Response
- Vanderbilt Survey



Model Response Student Response
Listening Fatigue in *El Deafo*
Model Response Listening Fatigue in *El Deafo*

- The Millers, Partridge Family and The Cowsills

**Teachers Learn About Their Student's**

- Experience with listening fatigue
- Inferencing skills
- Readiness and willingness to advocate for themselves
- Critical thinking skills

**Student Learning Targets**

- Text comprehension
- What listening fatigue is
- Strategies for managing fatigue
- Reflective writing

# Chapter Eleven Unit

A new family moves into the neighborhood and Cece is lovestruck! All she can think about is Mike Miller. He takes up so much of her thoughts and energy that she can't concentrate on anything else, including Martha's constant chatter.

As Cece navigates this new distraction, Chapter 11 introduces the concept of listening fatigue. Students learn what listening fatigue is, how it affects the deaf and hard of hearing community, and possible strategies to combat it. Students also take a quick survey to measure their own listening fatigue levels.

## Words Matter/Listening

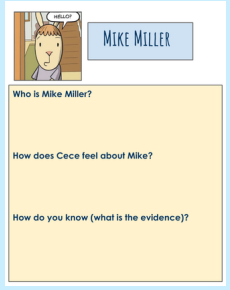
In this chapter students are asked to define two words separately, **"fatigue"** and **"listening."** This is intentional. the word "listening" is used constantly in our field but it has many meanings:

- paying attention
- heeding/obeying
- the physical act of accessing and processing sound and language

Of course, the word listening *can* be neutral, but in our field, it's too often used in ways that place the onus on the student, implying that they should "listen harder," or "try more" - as if our students have a choice when it comes to auditory access. They don't have trouble listening, they have trouble with access.

## Words Matter/Listening

Listening fatigue is one of the few times the word "listening" makes sense. It's not about effort or willingness. It's about the real, legitimate exhaustion that comes from the work of accessing information. It is the cognitive and emotional labor of constantly working to understand, lip-read, process partial information, and construct meaning. When we talk about listening fatigue, we're not blaming the student. We're acknowledging the effort they're already making and the toll it takes. We are giving a name to something they undoubtedly experience but couldn't name and we are validating it.



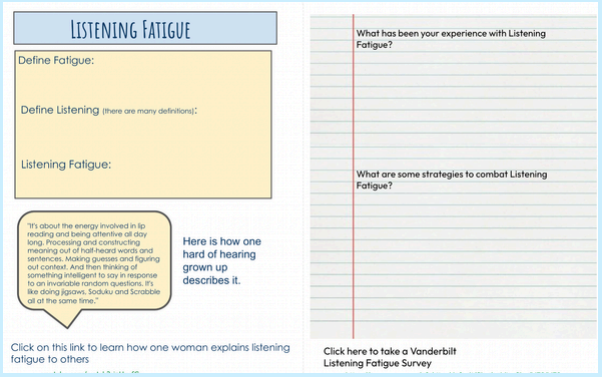

**ACTIVITY**
**Who is Mike Miller**
Students answer questions about Mike Miller based on evidence in the text.

**Targets**
- inferencing skills
- making connections

## Model Responses Who is Mike Miller

**Who is Mike Miller?**
Mike and his family moved into the neighborhood near Cece.
**How does Cece feel about Mike?**
Cece has a big crush on Mike.

**How do you know (what is the evidence)?**
Her eyes look like she's been hypnotized when she looks at him.
Her face is flushed.
Her eyes are heart shaped.
She can't speak when he is near her.
She can't think about anything else and can't concentrate on what Martha is saying.




**Target**
Define listening fatigue

**ACTIVITY**
**Listening Fatigue**
Students define listening fatigue, watch a video about it and answer questions of self reflection and personal experience with listening fatigue.

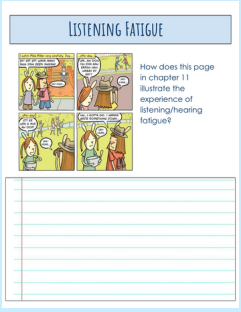
## Model Responses Listening Fatigue

**Possible Responses**

**Define Fatigue:**
A state of extreme tiredness and exhaustion-
can be mental, physical or a material

**Define Listening:**
to pay attention
to heed/obey
the physical act of accessing and processing sound and language

**Listening Fatigue**
Being exhausted from the physical act of accessing and processing sound and language



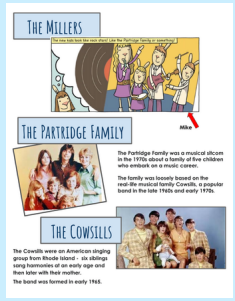

**ACTIVITY**
**Listening Fatigue in El Deafo**
Now that students have learned about listening fatigue, they are asked to apply their knowledge to analyze a page in Chapter 11.

**Target**
Listening fatigue in *El Deafo*

# Model Responses El Deafo Listening Fatigue

**How does this page in chapter 11 illustrate the experience of listening/fatigue?**

This page illustrates listening fatigue because it shows what happens when Cece's can't give Martha her full attention. Even though Martha is talking to her, Cece isn't focused on listening. Her mind and energy are completely consumed by watching Mike Miller through the binoculars. Because Cece is deaf, understanding Martha's words requires active effort—she has to lip-read, pay attention, and work to construct meaning from what she sees and hears. But on this page, all of Cece's cognitive energy is going toward Mike, not toward the work of listening to Martha. So Martha's words appear jumbled and unclear—not because Cece can't listen, but because she doesn't have the mental and emotional energy to do the work of listening right now. The jumbled words visually show what listening fatigue feels like: when you're too exhausted or distracted to do the cognitive work that listening requires.




**ACTIVITY**

**The Millers, Partridge Family and The Cowsills**

This is just a fun page to give some cultural background knowledge to the chapter.

**Targets**

Background information about band reference in *El Deafo*

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## Notes

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## Notes

**Click on the icon to complete a short survey about Chapter Eleven Unit.**

# Chapter Twelve Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Activities**

- Martha Quits Her Friend and Sidekick Job!
- Dear Cece,
- Dear Martha,
- The Bubble Activity



**Teachers Learn About Their Student's**

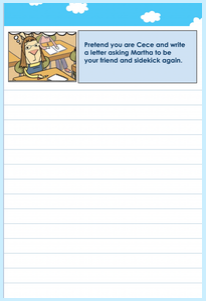
- Letter writing skills
- Perspective-taking skills in writing
- Ability to infer character feelings and motivations
- Ability to predict and infer based on knowledge of characters

**Student Learning Targets**

- Reading comprehension
- Writing from a character's perspective
- Perspective taking and empathy
- Reflective writing

# Chapter Twelve Unit

In Chapter 12, Cece's best friend Martha is wracked with guilt after an accident and is unable to face Cece. Through activities that explore both characters' perspectives, students will examine guilt and friendship. They'll write letters from Martha's point of view, explaining her withdrawal. They'll write letters from Cece, asking for her sidekick back. They'll explore what Cece is thinking and fearing in her superhero bubble while Martha avoids her.




**ACTIVITY**

**Dear Martha,**

Students practice their letter writing skills by crafting a letter from Cece asking Martha to be her friend and sidekick again. Students practice perspective writing and build empathy for Cece.

**Targets**

- Writing from a character's perspective
- Perspective taking and empathy

**ACTIVITY**

**Martha Quits Her Best Friend and Sidekick Job!**

- Students answer two questions: What happened? Why did Martha stop talking to Cece?
- Students then write a letter FROM Martha's perspective explaining why she withdrew and stopped talking and practices perspective-taking and empathy.

**Targets**

- Writing from a character's perspective
- Perspective taking and empathy







**ACTIVITY**

**Bubble Activity**

Students recognize the reappearance of the Loneliness Bubble as Martha flies away after quitting her sidekick job. Then students make predictions about what happens to the friendship bewtween Cece and Martha.

**Targets**

- Character analysis
- Predicting characters' actions

# Reading Rubric

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## Notes

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# Chapter 13 Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Before You Begin**

**Activities**

- Dear Mrs. Sinklemann
- VARK How Do I Learn/Learning Strategies

Teacher Talk: Dear Teacher Letter Benefits

- Dear Teacher Letter Benefits
- Dear Future Teacher Organizer

Teacher Talk: Dear Future Teacher Letters

Check In/Assessing Progress

- Dear Teacher Letter
- Teacher and Coach Tips Template

Teacher Talk Coach Tips

- What Time is it?

**Teachers Learn About Their Student's**

- Letter writing skills to authority
- Where students are in their advocacy
- Use of new vocabulary (if any) to describe their hearing
- Change (if any) in attitudes towards their hearing
- Change in tools and strategies they prefer including captioning, technology, seating

**Student Learning Targets**

- Communicating their needs clearly and with proper tone
- Teachers appreciate their advocacy
- Advocating for themselves in writing
- Organizing and present information to adults
- Reading analog clocks

## Chapter Thirteen Unit

In Chapter 13, Cece starts 5th grade. She's excited about being in the same class as Mike Miller, but anxious about him seeing her Phonic Ear. She hates that time when every year on the first day of school she has to walk past all her classmates with her microphone and explain to her new teacher how to use it.

Students will engage in self-advocacy work in this chapter of the workbook. They'll analyze what could have made Cece's first day easier, write letters to teachers before school starts and learn the benefits of advocating for themselves. They will create "Dear Teacher" letters and fun graphics that teach teachers about their hearing, tools, and access needs.

## Before You Begin

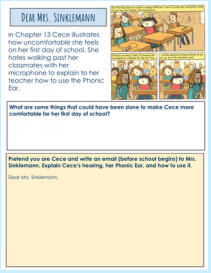
Cece doesn't seem to have a deaf hard of hearing provider helping her to navigate the challenge of new teachers and setting up for a successful school year.

Making students comfortable and teachers ready for an accessible classroom for our students is a big part of our job. We do a lot of the talking. But I have learned that a student using his/her own voice to explain what works best for them is much more powerful than having us do all the work. When students speak for themselves, teachers listen differently. They remember better. They take it more seriously. And students control the narrative of their own story and build confidence in the process. Of course we also participate.

This chapter gives students the tools and practice to speak for themselves - how to explain their hearing, their tools, and what they need.

Here's what I tell students: *"Write these letters and save them. I will not force you to send them to your next year's teachers. Some students send it and others ask me to send my own information about them to teachers."*

I had a High School student who was very unenthusiastic about writing her teacher email. She really didn't want to do it, but she agreed because I told her she didn't need to send it and could save it for another time. Years later in early August she emailed me and thanked me for doing these lessons with her. She was sitting down to email her professors her Dear Teacher letter. The letter she "had to write" in high school was exactly what she needed in college. I share this story with my unenthusiastic students.



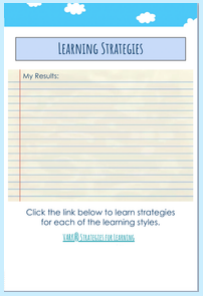

**ACTIVITY**

**Dear Mrs. Sinklemann**

Students reflect on what could have made Cece more comfortable on her first day. They write a letter from Cece to the teacher (before schools starts). This allows them to practice advocacy for Cece using all the knowledge they have gained from the chapters before and what they know about Cece.

**Target**
Advocate for Cece in writing



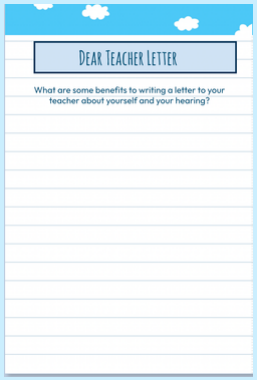




**ACTIVITY**

**How Do I Learn Best**

Students investigate how they learn best -VARK (Visually, Aurally, through Reading/Writing or Kinesthetically). There is a quick questionnaire to complete that will show students their strongest learning style and strategies for each. This increases their self awareness beyond their hearing.

**Target**
How I learn best




**ACTIVITY**

**Benefits of a Dear Teacher Letter**

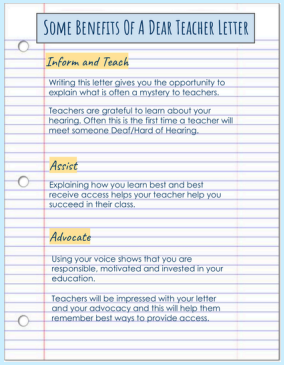
Students jot a list of reasons why they think a Dear Teacher letter about their hearing and accessibility tools could be beneficial.

**Target**
Brainstorm benefits/purpose of writing a Dear Teacher letter

## Dear Teacher Letter

I remember being very surprised that many students thought writing a letter to a teacher made them a burden. They thought teachers would be annoyed. This revealed something important. Students don't just need to understand what to do but *why* they are doing it. I realized that I needed to add this activity first before the writing happened. Why are they writing this anyway? Who does it help? What are the benefits? Use Cece as an example.

You can tell them *"There are benefits to writing this letter. Can you list a few? How would it help Cece?"*

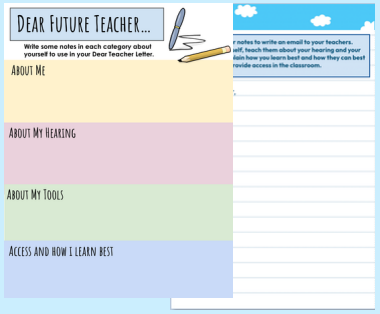



**ACTIVITY**

**Some Benefits!**

And here are some responses. Maybe they missed a few- now they can learn a few more.

**Target**
Benefits of writing a Dear Teacher letter




**Targets**

- Organizing writing
- Using notes to write a letter
- Using respectful and collaboration in letters

**ACTIVITY**

**Dear Future Teacher**

Students organize their letter in categories and then practice writing. With permission, anonomously share letters from other students.

## Dear Teacher Letter

**Tone**

This is also a great opportunity to teach your student about writing tone. An email to a teacher sounds different than writing a text to your friend. For mature students, the tone should be collaborative: "We're partners in this." (For example, let's figure out privately where to store and charge my microphone. When could we discuss?" You could join this meeting if needed.) The student is an active participant, not a problem to solve.

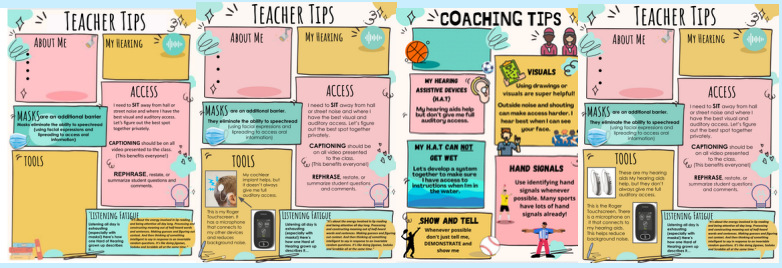
**Checking In / Assessing Progress**

Your student is now about half way through this book. This activity also allows you to see where your student is in their self advocacy journey. Do they now use different vocabulary in explaining their accessibility tools or have they found a "label" to use? Has there been a shift in attitude?

## Dear Future Teacher Letter

Hopefully now students realize they are making their teacher's job easier, not harder. Hopefully they realize that they are setting themselves up for success from day one and these letters are a gift, for their teachers and themselves.

And hopefully now writing this letter starts feeling like a smart strategy rather than a burden which is a much better mindset before the writing starts.




**ACTIVITY**

**Teacher and Coach Tips**

Students fill out the templates that work for them. You could add a picture of your student's actual tools into the form. At the end of the year we update if needed. I send these to teachers as part of a packet in the beginning of the school year and let them know that the student and I filled it out together.

## Coach Tips

Don't forget your althetes! Oh, the strife I could have avoided on the basketball court or in the softball field if my various coaches had one of these templates and a letter (or short conversation) about access. If your student doesn't want to send a letter or template, reach out to the coach yourself and encourage them to follow the coach tips on the template. A brief conversation can transform the entire athletic experience for your student. I also often complete a template for students going to camp over the summer.



**Target**
Reading analog clocks

**ACTIVITY**

**What Time Is It?**

This activity is here for students who want practice reading analog clocks. With digital displays and phones everywhere, analog clock-reading isn't something everyone practices regularly. This is a quick skill-builder for anyone who'd like the practice." You can assess your student's ability while reading the clock behind Cece in this chapter.



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## Notes

**Click on the icon to complete a short survey about Chapter Thirteen Unit.**

# Chapter 14 Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Before You Begin**

**Activities**

- Cece Gets Glasses!

Model Response Cece Gets Glasses

- Self Portrait
- Bubble Activity

Model Response Bubble Activity

**Teachers Learn About Their Student's**

- Reading Comprehension
- Inferencing Skills
- Vision
- Attitude towards glasses if they wear them
- If students are wearing their glasses in class
- Knowledge of cause and effect

**Student Learning Targets**

- Vision and Hearing work together to provide access
- Connecting personal experiences to Cece's

# Chapter Fourteen Unit

In Chapter 14, Cece gets glasses and discovers how much clearer the world becomes. She can see better, speechread more easily, and access conversations much better. Her Inner Superhero Bubble returns as she imagines hypnotizing Martha back into being her friend and sidekick, but reality doesn't match the fantasy. Through this chapter, students explore how vision impacts access, reflect on Cece's relationship with Martha, and create self-portraits that connect their own experiences with glasses (or without) to Cece's story.




**ACTIVITY**

**Cece Gets Glasses**

Students describe Cece's experience getting new glasses using text evidence and explore the connection between vision and access.

**Targets**

- Reading Comprehension
- Text Evidence

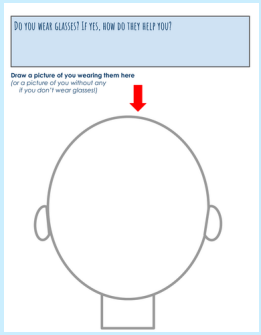
## Before You Begin

This is a good time to learn about your students' vision. You may learn something new! I have learned about students who have glasses (left in their backpacks or at home) with nothing about vision documented on their IEP. Maybe a student says sometimes things are blurry but hasn't mentioned it to anyone. This conversation can reveal important information.

## Model Responses Cece Gets Glasses

**Cece gets glasses! How does her vision change when she wears them?**

Things that were once blurry from far away are now clear when she wears her new glasses. People's mouths are clearer and she can lip read a lot better.



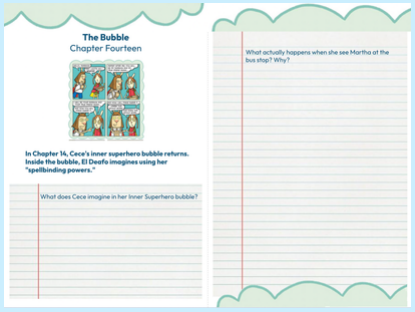

**Targets**

- Self to text connection

**ACTIVITY**

**Self Portrait**

Students draw a pictured of themselves wearing glasses if they wear them.




**Targets**

- Self to text connection

**ACTIVITY**

**Bubble Activity**

Students answer questions about Cece's Inner Super Hero Bubble in Chapter 14.

## Model Responses Bubble Activity

**What does Cece imagine in her Inner Superhero Bubble?**

Cece imagines hypnotizing Martha into being her friend and sidekick again.

**What actually happens when she sees Martha at the bus stop? Why?**

Martha sees Cece's glasses and throws up. She must think that it is her fault that Cece needs glasses because of the accident during their game of tag. She feels so guilty that it made her physically sick.

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## Notes

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# Chapter 15 Unit

**Teachers Learn**

**Student Targets**

**Chapter Summary**

**Before You Begin**

**Activities**

- Kaboom!

Model Response Kaboom!

- Access

Model Response Access

- What is an IEP
- My IEP Team/Academic and Advocacy Strengths

Teacher Talk Academic and Advocacy Strengths

- My Strategies and Tools

Teacher Talk Strategies and Tools

- Dear Teacher Letters (Two Scenarios)

Teacher Talk Dear Teacher Letters Two Scenarios

**Teachers Learn About Their Student's**

- Knowledge of IEPS
- Awareness of academic and advocacy strengths
- Troubleshooting/problem solving skills
- Attitude towards accommodations/mandates
- Ability to self reflect and set goals
- Ability to identify cause and effect
- Formal letter writing skills and tone
- Understanding of rights and legal protections

**Student Learning Targets**

- Understanding meaning of access
- Troubleshooting/problem solving lack of access
- The difference between accommodations and full access
- What an IEP is, its parts and roles people play in its creation
- Self Awareness in academic strengths
- Self-Awareness in advocacy strengths
- Tools and Strategies currently on their IEPs (Management Needs)
- How to advocate when mandates are not met

# Chapter Fifteen Unit

A disaster happens in Chapter 15. **Kaboom!** Suddenly the hardworking, all A student (except for Phys Ed class) is in danger of failing her classes. She imagines that making good grades, means she will be known as the "Smartest Kid" vs the "Deaf Kid", an identity she can get behind. Cece struggles mightily in her classes without the Phonic Ear and no accommodations are in place. Because this is the 1970s it takes a whole 6 weeks for repair. This chapter is about understanding IEPs, rights, advocating when access breaks down and recognizing that Cece (and the student themselves) deserve access.




**ACTIVITY**
**Kaboom!**
Students examine the scene in *El Deafo* when Cece is without her microphone and her teacher is reading with a book in front of her face. They brainstorm ideas on what could be changed to provide better access for Cece while she waits for her microphone to be repaired.

**Targets**
- Meaning of access
- Troubleshooting - Problem solving lack of access

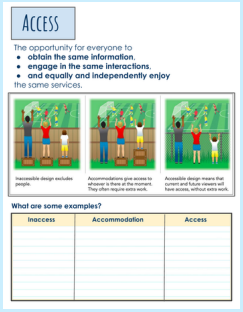
## Before You Begin

This is a "meaty" chapter. If you're lucky your student's IEP (Individualized Education Program) meeting will align and be scheduled after you've completed Chapter 15. I use many of the pages in this chapter with students pre-IEP meeting, wherever we are in the book. The hope is that through Cece, students will see that access tools are important, that IEPs are important, and that their voice is the **most** important when creating an educational plan. And perhaps the biggest hope is that they come to realize they ***deserve*** access and are ready to advocate for it.

## Model Response Kaboom!

**What is happening in this illustration?**
Mrs. Sinklemann is reading a book aloud and covering her face.
Cece can't speech-read and misses parts of the story.
**How can this situation be changed so that Cece has access to what Mrs Sinklemann is reading?**
- She could move the book down so Cece can see her face.
- Cece could have a copy of the book to follow along.
- Everyone could have a copy of the book to follow along.
- The book could be projected on the smart board so that everyone can follow along with still having easy visual access to the teacher's face as she reads.

Help your students come up with all the scenarios.
Ask questions: "*Who benefits from this accommodation?*
*What kind of accommodation would benefit the whole class?"*




**Targets**

- The difference between accommodations and full access
- Different scenarios with the three

**ACTIVITY**

**Access**

Students learn the definition of access and explore three scenarios through a visual infographic. Students fill in a chart with examples of each category.

## Model Response Access

Example: **Cece's classroom situation**

Inaccess: Teacher reading book over her face

Accommodation: Lower the book

Access: Enlarge the book on the smartboard

"*When Access is beneficial for all it is called "Universal Design."* Remind them that the whole class benefits from being able to read the words for all the same reasons captioning benefits everyone (learned in Chapter 7)

## Model Response Access

Example: **Wheelchair user going into a restaraunt**

Inaccess: no way to get into the front door

Accommodation: a sign on the window to call a number or a ring a bell so a makeshift ramp can be brought to the door

Access: Ramp is already available for all patrons

"*How is this an example of universal design? Who else benefits from ramps* "
Answer: Anyone wheeling something inside like a stroller or shopping cart

Example: **deaf or hard of hearing moviegoer**

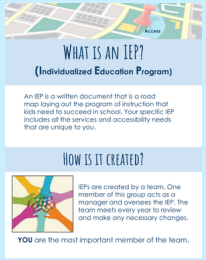
Inaccess: no captioning

Accommodation: captioning glasses

Access: captioning directly on the screen

*"How is this an example of Universal Design? Who else benefits from having the captioning on the screen?"*

Answer: Non-native speakers learning English, Neurodivergent viewers with processing differences, General public when there is mumbled dialogue and audio is too quiet.



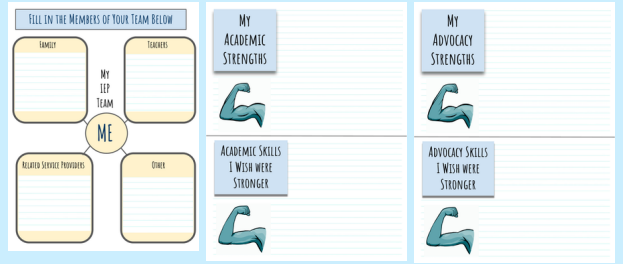

**ACTIVITY**

**What is an IEP?**

Students learn what an IEP (Individualized Education Program) is: a written roadmap laying out the program of instruction kids need to succeed. They learn that IEPs are created by a team that meets every year and that they are the most important member of that team.

**Target**

Definition and purpose of an IEP




**Targets**

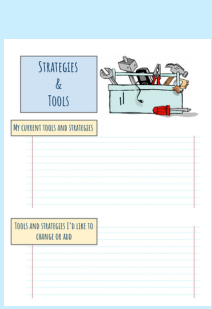
Reflect on strengths and room for growth

**ACTIVITY**

**My IEP Team/My Academic and Advocacy Strengths**

Students fill in the members of their IEP team and complete a two part reflection identifying their academic and advocacy strengths and areas for growth.

This is a great tool in writing the student's IEP. Include your student's voice by quoting from these worksheets.




**ACTIVITY**

**My Strategies and Tools**

Students read their current tools and strategies and see which they would like to change or add.

**Targets**

- Reflect on current strategies and tools
- Evaluate needs for change

## My Tools and Strategies

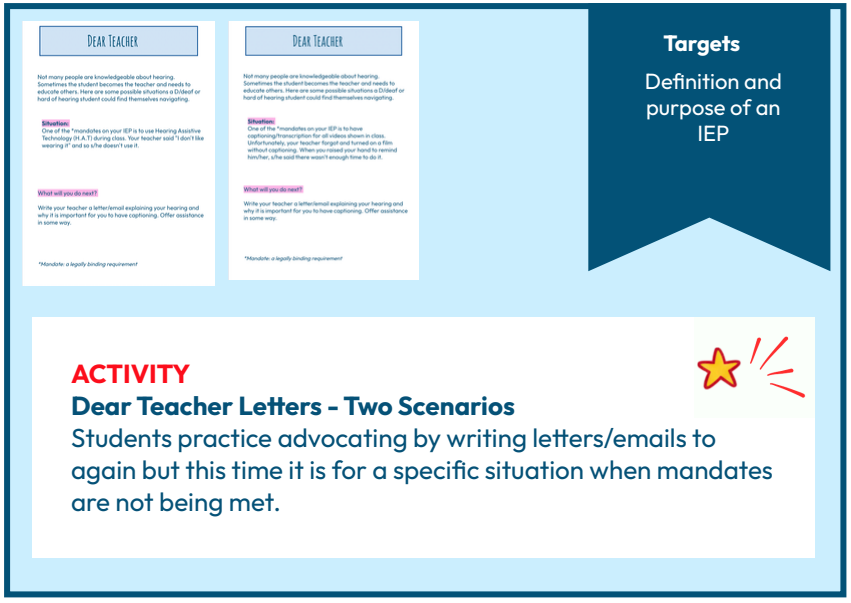
Place your student's current strategies and tools on the top of the page. This is from the **Management Needs** section of the IEP (I just don't love the wording- "managing students" sounds like "medical model speak").

This is a great opportunity to go over each mandate and make sure they are happening in every class and add the ones that are missing. Practice how your student will advocate for these mandates at the meeting.

**Examples:**

*"During read-alouds it is hard for me to get full access, I would like the text on the smartboard or have a copy of the book."*

*"I notice that I have the most trouble in my classes when students ask questions and make comments because they do not wear a microphone. It would really help if teachers remember to restate or rephrase them. It would help everyone really. When my teacher is moving around the classroom, standing near the student while they comment or ask questions would also help."*




## Dear Teacher Letters (Two Scenarios)

Sadly, this activity was created from real situations that students had. A student came to our session distraught about the captioning scenario in this activity. This is what we know as a "teachable moment." After discussing the situation I gave the student choices:

*"I will help you write an email and you can send it. Or we can write an email from me and I can send it. I think you should send from you, but it is your decision."*

Fortunately, she agreed with me, and we crafted an email to her teacher explaining her hearing, why captioning is necessary and offered assistance in setting up the captioning before class began.

And wouldn't you know it - her teacher emailed me very shortly after she sent it. First lauding her advocacy skills, and then asking me for assistance in captioning or finding transcripts for upcoming classroom videos. There was never any animosity (quite the opposite) and this teacher never again forgot to put on the captioning.



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## Notes

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## Notes

**Click on the icon to complete a short survey about Chapter Fifteen Unit.**

# Chapter 16 & 17 Unit

**Teachers Learn**

**Student Targets**

**Chapter Summary**

**Before You Begin**

**Activities**

- Chapters 16 & 17 Reading Comprehension Model Response Chapters 16 & 17

Teacher Talk bendy pencils

**Teachers Learn About Their Student's**

- Ability to cite text evidence
- Character analysis skills
- Ability to identify cause and effect
- Possibly about personal experience with bullying

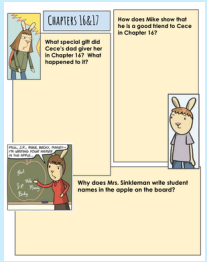
**Student Learning Targets**

- Citing text evidence
- Character Analysis
- Speaking up for friends is brave and important
- Analyzing character motivations and actions using evidence

# Chapter Sixteen & Seventeen Unit

In Chapter 16 Cece's dad returns from a conference trip with a special gift: a curly pencil. For the first time in weeks, Cece wakes up excited instead of dreading school without her Phonic Ear, but things do not go well for Cece.

In Chapter 17 Cece tries to finally speak to Mike and thank him for his act of kindness that morning, but Cece is still tongue-tied and can only whisper "Hey Mike." Students analyze friendship and courage through a comprehension worksheet.



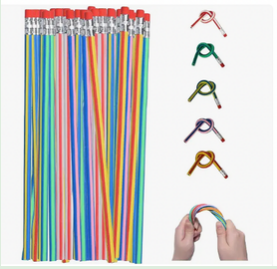

**ACTIVITY**
Students answer reading comprehension questions using text evidence from Chapters 16 and 17.

**Targets**
Citing text evidence
Character analysis

## Before You Begin

In preparation for this chapter I purchase a pack of bendy pencils to give to students. They are not the highest quality like Cece's dad's gift, but are fun and students love them. They work better as fidget toys than pencils but still a fun surprise for all ages.

You can click on the link below to go to the Amazon page.



Amazon Bendy Pencils

## Model Response Chapters 16&17

**What special gift did Cece's dad give her in Chapter 16? What happened to it?**
Cece recieved a curly pencil and she loved it. She showed it to the kids at the bus stop. Mike Miller was impressed! She let everyone hold it (carefully) but bully Johnnie snapped it in half.

**How does Mike show that he is a good friend to Cece in Chapter 16?**
He drags Johnnie over to Cece and forces him to apologize to Cece. Then he shows her empathy and tells her that he is sorry that it happened to her. He also patiently gives Cece time to work up courage to speak and respectfully helps by starting a new topic - "I'm ready for lunch!"

**Why does Mrs. Sinkleman write student names in the apple on the board?**
Those are the names of the students who didn't sit down fast enough when she returned to the classroom during "quiet math." We aren't sure of the consequences of being in the rotten apple.

For fun you can try to come up with Mrs. Sinklemann's consequences for being in the big apple on the board. You can also discuss how there's no way that today a teacher would leave a classroom alone for twenty minutes!

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## Notes

**Click on the icon to complete a short survey about Chapter Sixteen & Seventeen Unit.**

# Chapter 18 Unit

**Teachers Learn**

**Student Targets**

**Chapter Summary**

**Activities**

- Cece's Phonic Ear is Back!



Teacher Talk Technology Troubleshooting Protocol

- No Access Now What?



- Bubble Activity



Model Response Bubble Activity

**Teachers Learn About Their Student's**

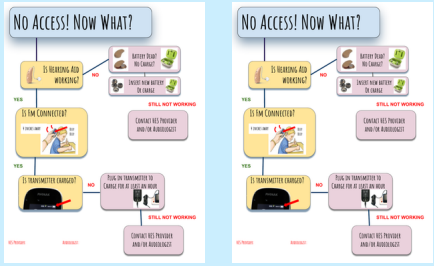
- Knowledge of IEPS
- Awareness of academic and advocacy strengths
- Troubleshooting/problem solving skills
- Attitude towards accommodations/mandates
- Ability to self reflect and set goals
- Ability to identify cause and effect
- Formal letter writing skills and tone
- Understanding of rights and legal protections

**Student Learning Targets**

- Understanding meaning of access
- Troubleshooting/problem solving lack of access
- The difference between accommodations and full access
- What an IEP is, its parts and roles people play in its creation
- Self Awareness in academic strengths
- Self-Awareness in advocacy strengths
- Tools and Strategies currently on their IEPs (Management Needs)
- How to advocate when mandates are not met

# Chapter Eighteen Unit

Chapter 18 is eventful! The Phonic Ear is back - and Cece is so grateful! Also, Cece's Inner Superhero encourages her to finally speak to Mike. Through these activities students reflect on times their technology (if applicable) have broken, learn troubleshooting steps and celebrate Cece's breakthrough moment.  And **MEET MIKE MILLER!** This is a deep dive episode you will want to watch to hear from Mike himself.




**Target**
Troubleshooting flowchart

**ACTIVITY**
**No Access Now What?**
Students look at a troubleshooting infographic flowchart and add their provider and educational audiologist information.




**Target**
Text to self connection

**ACTIVITY**
**Cece's Phonic Ear is Back!**
Students recount a time (if applicable) when their technology broke down and tell about what followed.




**ACTIVITY**
**Bubble Activity**
Students examine Cece's Inner Superhero bubble and answer the question - What does Cece tell him?

**Target**
analyze character's motives

This is a great time to discuss with your student what steps to take when there is trouble with technology (if applicable). Do they have any troubleshooting skills? Who do they tell? Do they have the contact information of everyone who could help?

## Bubble Activity Chapter 18

**What does she tell him?**
Cece tells Mike that she has an amazing ability. That the phonic ear is so powerful that she can hear Mrs. Sinklemann wherever she is in the entire school building. During the performance she heard Mrs. Sinklemann peeing! Mike is amazed and invites her to his house after school.

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## Notes

**Click on the icon to complete a short survey about Chapter Eighteen Unit.**

# Chapter 19 Unit

**Teachers Learn**

**Student Targets**

**Chapter Summary**

**Activities**



- El Deafo's First Date

Model Response First Date



- What's the Operating Range of My H.A.T?

Teacher Talk Operating Range Activity

**Teachers Learn About Their Student's**

- Ability to conduct a simple experiment and collect data
- Understanding of their H.A.T
- Knowledge of their operating range before the experiment
- Level of curiosity about their H.A.T
- Comfort level in others seeing them conducting the experiment

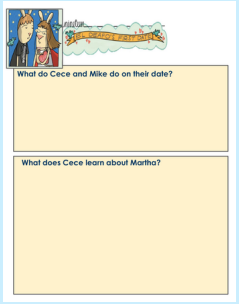
**Student Learning Targets**

- Reading comprehension skills
- Understanding the parts of their H.A.T and how they work together
- Understanding the limits of their technology
- Conducting a simple scientific experiment
- Approaching their H.A.T as a scientist

# Chapter Nineteen Unit

In Chapter 19 Mike is fascinated by Cece's superpower and sets out to test it. Cece listens in on Martha while cluing the neighborhood kids in on Mike's experiment. Students will answer reading comprehension questions and test the power of their own microphone (if applicable).

## El Deafo's First Date



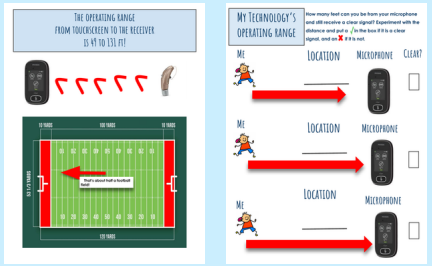

**Target**
Reading Comprehension

**ACTIVITY**
**El Deafo's First Date**
Students answer two reading comprehension questions from the chapter.

## Model Response El Deafo's First Date

**What do Cece and Mike do on their date?**
Mike is fascinated with her H.A.T and wants to test the operating range of her microphone. Cece sits on the steps while Mike walks and talks to see how far he can go before she stops hearing him.
Cece explains the experiment to curious neighborhood kids. She begins to find her voice and is talking about her H.A.T for the first time and to her surprise, they think it is cool!

**What does Cece learn about Martha?**
Martha tells Mike (not knowing that Cece is listening in) that she misses Cece. She was so freaked out by her eye accident and avoided Cece. Now she felt she stayed away too long and feels Cece doesn't like her anymore.




**Target**
Operating range of their H.A.T

**ACTIVITY**
**What's The Operating Range of My H.A.T?**
Students test the range of their own microphones and collect data using a chart.

## Operating Range Activity

This is an activity that a student might agree to do even if the microphone has been sitting in a drawer all year. I've seen this activity cause a shift in thinking for some students. Make sure it is done in a way that respects the student's wishes regarding privacy, as one of your will be walking down a hallway.

Make sure everything is connected and send your student on their way- or head out yourself. Read something or tell a story, say the alphabet, whatever you want- just keep talking.

**A tip:** Most school floors have 1ft. tiles for easy measuring if you want to measure by feet. You could also just describe the location (by classroom 328).

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## Notes

**Click on the icon to complete a short survey about Chapter Nineteen Unit.**

# Chapter 20 Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Activities**

- El Deafo is The Class Hero!

Model Response The Class Hero!

- The Bubble Chapter 20

Model Response The Bubble

Teacher Talk Chapter 20 is a Milestone

- Cece's Journey In *El Deafo*

**Teachers Learn About Their Student's**

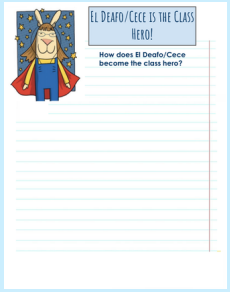
- Ability to analyze character's growth/character arc
- Self to text connection

**Student Learning Targets**

- Visual metaphors contribute meaning to the story
- Reading Comprehension
- Citing textual and visual evidence to support interpretations
- A personal journey is gradual and ongoing

# Chapter Twenty Unit

Chapter 20 is an exciting one! Cece steps out of her inner superhero bubble and out into the real world. She becomes a hero. Students recount how this happens and explore why the illustration shows her stepping outside of the bubble for the first time.




**ACTIVITY**
**The Class Hero!**
Students recount the events of the chapter and explain how El Deafo/Cece becomes the class hero.

**Target**
Identifying and explaining visual metaphor

## Model Response The Class Hero!

Cece becomes the class hero when she uses her Phonic Ear to warn the students that Mrs Sinklemann is returning to Quiet Math. Her classmates were amazed and it made her feel special and she helped everyone.




**ACTIVITY**
**The Bubble**
Students answer two reading comprehension questions from the chapter.

**Target**
Reading Comprehension

## Model Response Bubble

**Why do you think this happens?**
Cece has become more confident and doesn't need to imagine being brave anymore—she IS brave in real life. She is no longer hiding. The bubble was where she retreated to feel powerful. Now she feels powerful without it.

## Teacher Talk Chapter 20 is a Milestone

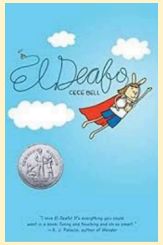
This chapter is a big milestone for Cece - it is a culmination of her advocacy journey from silence to voice, from hiding to acceptance and confidence. This isn't a sudden transformation. Point out to your student that it is a result of growth across the story.

Go over the Cece's Journey In *El Deafo* page.

Tell them: "Cece didn't solve it all in 5th grade. Remember, we read in an interview that she was an adult when she had a run in with a cashier and decided to write *El Deafo.* Her journey and advocacy growth still continues." I tell them this is true for me too!

# Cece's Journey in *El Deafo*



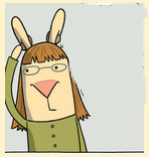





- **Chapter 20:** Cece acts with true confidence, becomes a hero in real life, and steps out of her Inner Superhero Bubble.

**Chapters 16-19:** Cece talks to Mike, he makes her H.A.T. cool, and Cece shares her technology openly and builds confidence.

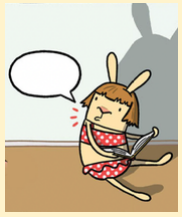


**Chapters 9-15:** Cece begins to find her voice, struggles with access when technology breaks.

**Chapters 2-8:** Cece hides, pretends, stays silent, retreats into her Loneliness and Inner Superhero Bubbles.



**Chapter 1:** Cece becomes deaf.

# Reading Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Accuracy | Reads almost all the words correctly with only a few mistakes, and corrects errors quickly when needed. | Reads many words correctly, but makes several mistakes that sometimes interrupt meaning | Reads few words correctly, mistakes are frequent and make the text hard to understand |
| Rate | Reads at a smooth, steady space that sounds natural for the text. | Reads unevenly, either too slowly or too quickly, which sometimes affects understanding. | Reads very slowly or rushed, making it hard to follow the text |
| Expression | Uses voice, tone, and phrasing that match punctuation and meaning making the reading sound natural | Uses some expression, but voice may sound flat or not always match the meaning | Reads word by word or in very choppy phrases, with little attention to punctuation |
| Phrasing | Groups words into smooth phrases and uses punctuation to help the reading flow | Groups some words into phrases, but reading may sound choppy at times | Reads word by word or in very choppy phrases, with little attention to punctuation |

## Notes

# Summary Writing Rubric

Student: Date:

Chapter: Score: /12

| Criteria | 3-Proficient | 2-Developing | 1-Beginning |
|---|---|---|---|
| Beginning | Clearly tells the chapter's beginning by naming the main characters or setting and describing the first important event in the chapter | Tells part of the chapter's beginning, but leaves out an important detail, character or event | Does not clearly describe the beginning of the chapter |
| Middle | Clearly tells the chapter's middle by explaining the main events in the correct order with important details | Tells part of the middle events, but the order is unclear or important details are missing | Does not clearly describe the middle of the chapter |
| End | Clearly tells how the chapter ends and includes the final important event or result | Tells part of how the chapter ends, but the ending is incomplete or missing an important result | Does not clearly describe the end of the chapter |
| Summary Quality | Uses only the most important chapter ideas and leaves out small, unneeded details | Includes some important ideas, but also includes a few small, unneeded details | Includes many unneeded details or misses the main ideas of the chapter |

## Notes

**Click on the icon to complete a short survey about Chapter Twenty Unit.**

# Chapter 21 Unit

**Teachers Learn**

**Student Learning Targets**

**Chapter Summary**

**Activities**

- Make Your Own Fuzzies



- *El Deafo* Book Review



- *El Deafo* Workbook Review



- **Extra Activity**

Apple TV Animated Series

Teacher Talk Animated TV Series

Teacher Talk Closing

**Teachers Learn About Their Student's**

- Ability of evaluative thinking
- How students rate the book
- Specific aspects of the books the student valued
- Personal connection to the story
- Growth in their own journey
- Ability to compare and contrast text version vs animated version of the story

**Student Learning Targets**

- Understanding story closure and resolution
- Making personal connections with text
- Reflecting on what they have learned
- Comparing and contrasting text version vs animated version of the story

# Chapter Twenty-One Unit

In this final chapter Cece goes back to school and says "I feel so different about a lot things. I even feel different about the phonic ear." She reconnects with friends through a fuzzy art project in school and best of all she and Martha reunite and Cece lets her in on her *El Deafo* "secret." Students create their own fuzzies and complete a book review form of both *El Deafo* and the Workbook giving them a chance to reflect on Cece's journey and hopefully their own.




**ACTIVITY**
**Make Your Ow Fuzzies**
Students make their own fuzzies as instructed by Mrs. Catawba (but online). This does not need to be hearing related like Cece's.

**Target**
Show a personal identity in a fun creative way




**ACTIVITY**
***El Deafo* Book Review**
Students complete a book review form.

**Target**
Reflection on reading and what they have learned




**ACTIVITY**
***El Deafo* Workbook Review**
Students complete a workbook review form.

**Target**
Reflection on completing the workbook and what they have learned




**EXTRA ACTIVITY**
**Apple Tv Animated *El Deafo***
If you have access to Apple Tv, students can watch the 3 episode series of animated version of *El Deafo* and find three differences from the book to record.

## Teacher Talk Apple TV Series

The animated story is basically the same but organized differently. One thing I was happy to see was that when Cece puts on her new hearing aid, it isn't the "immediate fix" that many think it is - things don't sound perfect. It is realistic.
The only thing I wondered about is the times when Cece is talking to friends in class while her teacher is teaching. When wearing a microphone, this is very difficult. In fact, this is a very big reason kids don't like it.

You could discuss these two points with them.

## Teacher Talk Closing

**You've reached the end of the workbook! What a journey! This is what I tell my students when we finish the book.**

**"We did it- we read all of *El Deafo* and completed the Workbook! One of the reasons I love reading *El Deafo* with students is not only because Cece's story is so enjoyable, and I notice something different every time I read it, but I learn a whole new story at the same time - YOURS! I feel privileged to have learned your story and grateful for all the valuable input you shared while reading.**

**I hope you will let me share some of your stories anonymously with other students as they read *El Deafo* and complete the workbook as I shared stories from other students with you. Would that be okay?**

**The book has ended but your story keeps going - I can't wait to see how you continue your journey! You learned a lot and even if you don't apply all of those skills right away, that is okay, you know them and can use them when you are ready.**

**Thank you for taking the journey with me!"**



# Reading Rubric

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Chapter: Score: /12

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## Notes

# Summary Writing Rubric

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Chapter: Score: /12

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| Summary Quality | Uses only the most important chapter ideas and leaves out small, unneeded details | Includes some important ideas, but also includes a few small, unneeded details | Includes many unneeded details or misses the main ideas of the chapter |

## Notes

**Click on the icon to complete a short survey about Chapter Twenty-One Unit.**