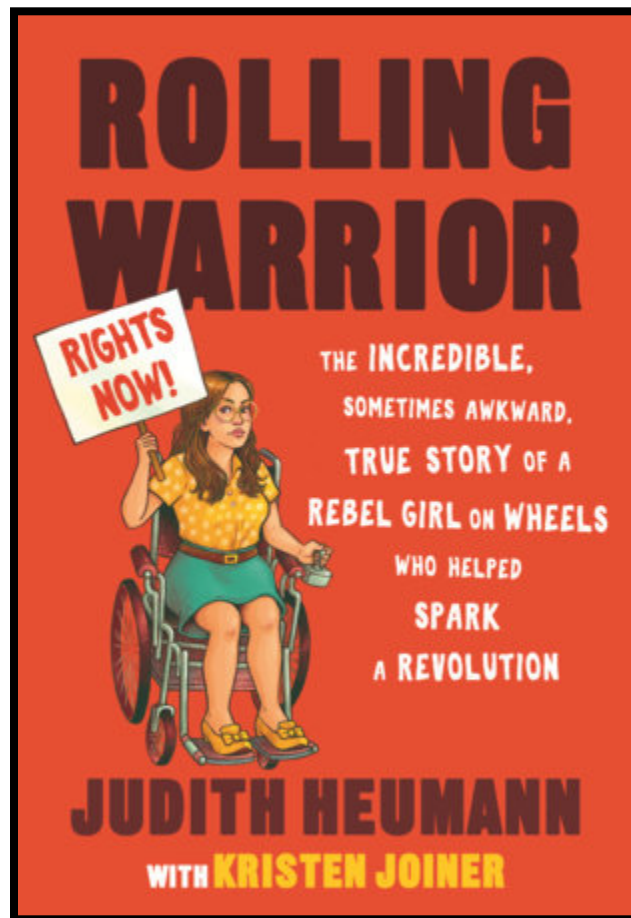


MS 447 School-Wide Book Clubs
Summer Reading 2023



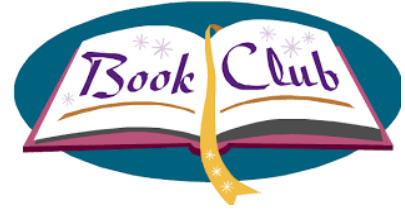
This packet belongs to: _____

In this packet:

1. Introduction to our School-Wide Book Clubs
2. Background information and Pre-Reading Activity
3. Summer Reading and Guiding Questions

1. Introduction: MS 447 School-Wide Book Clubs

Since 2016, MS 447 has had a school community reading program each summer. The purpose of this program is to foster community and friendships, and focus on our school's values. The program was interrupted by the pandemic, but last year it returned! This year we are reading the memoir *Rolling Warrior*. We'll be thinking about how Judy's story connects to our lives, and how we can use her story to motivate and inspire us. It will be a great way for students and teachers to reconnect after a fun summer, and to kick off another successful school year!



Here's how it will go:

JUNE

- ❖ In grade-wide assemblies, 6th and 7th graders will have an introduction to this year's book selection.
- ❖ During Orientation Night for incoming 6th graders on 6/13, students and their guardians will hear the introduction and receive a copy of the book to borrow for the summer.
- ❖ All students and staff members will receive a copy of the book before break for a donation of \$10, but everyone will receive a book to borrow regardless of ability to pay.

SUMMER BREAK

- ❖ Read the book. It is available as an eBook if you like to read on a device.
- ❖ If you like to listen to books, it is also available on BookShare (for students with an account) and it's available as an audiobook.
- ❖ Complete the activities in this packet and bring it to school with you!

SEPTEMBER

- ❖ On the **second day of school, (Friday, September 8th)** everyone will participate in mixed-grade book club meetings. Part of the school day will be frozen so you can meet with teachers in small groups of students from across the school to talk about our responses and ideas about the book.
- ❖ Your book club teachers will ask you to share ideas and any work you complete in this packet, and use it to get to know our students as writers, creators, and thinkers.
- ❖ Each grade will start the year in ELA with a mini-project based on this book.
- ❖ After completing the mini-project, if you borrowed a copy of the book, return it to MS 447, so that it can be used by future students.

2. Background information and Pre-Reading Activity




Complete this section before you read the book.

Ableism: *Discrimination in favor of able-bodied people and prejudice against people with disabilities.*

Answer these questions:

1. What predictions do you have about this book based on the cover, looking at the title, subtitle, and art? Explain your answer.

2.

Equality	Equity	Justice
		
<p>The assumption is that everyone benefits from the same supports. This is equal treatment.</p>	<p>Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.</p>	<p>All 3 can see the game without supports or accommodations because the cause(s) of the inequity was addressed. The systemic barrier has been removed.</p>

Does this image change how you think about fairness? Which picture is the most fair, and why?

3. Directions: Read each statement and circle **agree** or **disagree**.

- People who have a disability are not necessarily sick. AGREE DISAGREE
- Every person has an equal right to access education, housing, and transportation.
AGREE DISAGREE
- A disability is a physical issue, not a person’s whole identity. AGREE DISAGREE
- People can be born with a disability, and they can become disabled at any age.
AGREE DISAGREE

3. Summer Reading and Guiding Questions

It’s optional to write your answers to these questions, and we hope that you’ll think about them as you read. Writing your thoughts on post-its or in a notebook improves memory, and it will make your book club discussion more interesting if you do it!

Part 1. Think about these questions after you read **Part 1** (p. 3–78):

- ❖ Is **ableism** similar to any other “-isms” you’ve heard of or experienced (for example, racism, ageism, etc.)?

Part 2. Think about the questions below after you read **Part 2** (p. 79-155):

- ❖ In our society, what are some ways for people to improve their lives and the lives of others? What can we do to stand up for justice and make a difference?

- ❖ What social issues are you passionate about, and would you be willing to work to change?

Part 3. After reading the book, please choose one of the following prompts and respond thoughtfully. There will be a chance to share during the book club meeting in September!

Option 1:

What was your favorite scene in the book? *Draw a picture, write a poem, or write a paragraph in the space below.*



