

**TEACHERS' GUIDE**

# ***My Brother Charlie***

**SUGGESTED GRADE LEVEL: 1<sup>st</sup> - 3<sup>rd</sup>**



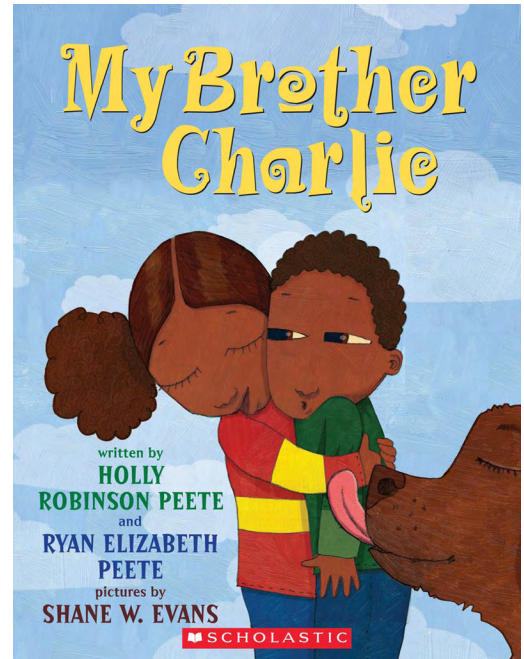
### SYNOPSIS

Callie is very proud of her brother Charlie. He's good at so many things - swimming, playing the piano, running fast. And Charlie has a special way with animals, especially their dog, Harriett. But sometimes Charlie gets very quiet. His words get locked inside him, and he seems far away. Then, when Callie and Charlie start to play, Charlie is back to laughing, holding hands, having fun. Charlie is like any other boy - except he has autism.

In this story, told from a sister's point of view, we meet a family whose oldest son teaches them important lessons about togetherness, hope, tolerance, and love.

### THEMES IN THE STORY

- Love
- Patience
- Acceptance
- Family
- Uniqueness



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Read by: Holly Robinson Peete

Suggested grade level: 1<sup>st</sup> - 3<sup>rd</sup>

## ELA COMMON CORE STANDARD

**Reading Literature:** Students read and respond to works of literature with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Standards listed below are for 2<sup>nd</sup> grade, but can be adapted to 1<sup>st</sup> or 3<sup>rd</sup> grade standards.

## BEFORE VIEWING

**Standards:** CCSS.SL.2.1

**Objective:** Tap knowledge and build background to prepare for reading the story.

**Procedure:** Build background by discussing the following points with students:

- Do you have a sibling(s)? A brother? A sister? A pet? *Thumbs up, thumbs down.*
- If you have a sibling, what are some of the reasons you like having a sibling? If you don't have a sibling, what do you like about being an only child. *Turn and talk to a partner.*
- Are you and your siblings/family members alike, different, or both? *Turn and talk to a partner.*
- In what ways is our class like a family? *Share with the class.*
- How do we share our strengths with each other? How do we help each other with our challenges? *Share with the class.*

## DURING VIEWING

**Standards:** CCSS.SL.2.2

**Objective:** Students will listen to the story and answer questions.

**Procedure:** Stop story at specific times to ask questions or pose prompts:

- What are the characters' names?
- Who is telling the story?
- What do Charlie and Callie have in common?
- What are some differences between Charlie and Callie?
- Charlie has autism. What are some things that Charlie struggles with?
- Why do you think it might be hard for Charlie's family some days?
- How does Charlie show Callie that he loves her?
- What are some of the things Charlie is really good at?
- What did Charlie say for the first time when Callie hurt her toe?
- Why do you think Callie says, "If you ever get to meet my brother, you'll feel lucky to be his friend"?
- How does Callie feel about being Charlie's sister?



## AFTER VIEWING

**Reading Focus:** Central Message

**Standards:** CCSS.RL.2.2

**Objective:** Students will be able to find details in the text that will help them determine the central message of the story.

**Materials:**

- Teacher-made **Central Message** poster (see example on page 8)
- Find a video online that explains the meaning of Central Message
- **Central Message** worksheet (page 9)
- Pencils

**Procedure:**

1. Ask students how identify with Callie. How are they similar?
2. Ask students how they identify with Charlie. How are they similar?
3. The teacher will review the meaning of *Central Message* (the moral or lesson of the story) through discussion, using a teacher-made poster or self-selected video for reference during the discussion.
4. The class will review the important details that occur in the story and fill in the **Central Message** worksheet together, as the teacher fills in on the board.
5. The teacher will put students in groups or pairs to review the details they wrote down and have them come up with their own central message for the story.
6. Groups will share their ideas with the class. The teacher will guide discussions and help students arrive at a correct central message.
7. The teacher will end the lesson by restating the Central Message and adding it to their poster or the board. (*Central Message examples: It is important to accept everyone. We can celebrate our differences. Families (and groups) are stronger when they accept and love each other.*)

## READING RESPONSE

**Standards:** CCSS.RL.2.1

**Objective:** Students will answer the prompt using at least two details from the text to support their responses.

**Reading Prompt:** Callie says that being Charlie's sister can sometimes be hard, but, most of the time, it is a blessing. Give an example of each. Use the text to support your answer.

## WRITING – NARRATIVE

**Standards:** *CCSS.W.2.3*

**Objective:** Students will write a narrative piece, using grade appropriate sentence structure and spelling, to share about a time they overcame a fear or showed courage.

**Materials:**

- **Strengths and Challenges** worksheet (*page 10*)
- **Writing** worksheet (*page 11*)
- Chart paper or SMART Board
- Pencils

**Procedure:**

1. The teacher will remind the class that everyone has strengths and challenges. Refer to the story and point out Charlie’s strengths and challenges.
2. Discuss why it is important to acknowledge and accept our strengths and challenges.
3. The teacher will create their own list of strengths and challenges on chart paper or the SMART Board. Ask students for suggestions and allow conversation to flow while things are being added to the list. Stay positive.
4. Give students time to reflect and create their own list of strengths and challenges, using the **Strengths and Challenges** worksheet.
5. Students can share with the class, in groups, pairs, or conference with the teacher.

**Follow-Up Lesson:**

1. The teacher will refer to their **Strengths and Challenges** poster and turn ideas into complete sentences, with the help of students.
2. The teacher will write one paragraph about strengths and one paragraph about challenges.
3. Students will work independently to write their own paragraphs, using their **Writing** worksheets.
4. Students can revise and edit, as needed, throughout the week.

## SOCIAL – EMOTIONAL

**Focus:** Friendship/Acceptance

**Materials:**

- Finding Our Similarities/Accepting Our Differences worksheet (*page 12*)
- Chart paper
- Markers

**Procedure:**

1. Before listening to the story, tell students that they will be listening to a special story about a little girl named Callie and her twin brother, Charlie. Share with them that Charlie has something called autism. In the book it says people who are autistic sometimes have a hard time making friends, showing their feelings or staying safe.
2. Ask students to listen carefully for the things that Callie and Charlie have in common, and the things about them that are different. Also, look for ways that Callie is accepting of Charlie, the things Charlie is good at, and the struggles Charlie faces.
3. After the story, review the things you asked the students to listen for:
  - Similarities and differences
  - Charlie's strengths
  - Charlie's challenges, and why
  - Showing acceptance/patience/love
4. Create a poster that is titled, "Finding Our Similarities/Accepting Our Differences."
5. Have students find a partner and each share with each other three of their favorite things to do and three things they like about themselves.
6. Have each pair write and draw on their own **Finding Our Similarities/Accepting Our Differences** worksheet.
7. Discuss as a class ways we can understand each other and accept each other's differences. Examples can include: give a smile, ask someone to play, always be kind, show patience, ask questions.

## **ART**

**Focus:** Self-love

**Materials:**

- Paper
- Paint
- Paintbrushes
- Pastels
- Markers
- Crayons
- Pencils

**Procedure:**

1. Students will create their own self-portraits.
2. Have students add adjectives to describe themselves around their self-portraits.
3. Have students present their portraits to the class.
4. Display for all to see!

# CENTRAL MESSAGE

The **LESSON** the author is teaching you.

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Steps -

1. What is the **problem**?
  2. What does the character(s) do about the problem?
  3. What **lesson** does the **character** learn?
  4. What **lesson** does the author want **you** to learn?
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Examples -

**Don't be afraid  
to try new  
things**

**Always be  
kind to others**

**Never give up**

**Treat others  
the way you  
want to be  
treated**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# CENTRAL MESSAGE WORKSHEET

The Central Message is:

Key Detail 1	Key Detail 2	Key Detail 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# STRENGTHS AND CHALLENGES WORKSHEET

**Strengths:**  
I do this well!

•

•

•

•

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•

**Challenges:**  
I still need help!

•

•

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•

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**Name:** \_\_\_\_\_

Date: \_\_\_\_\_

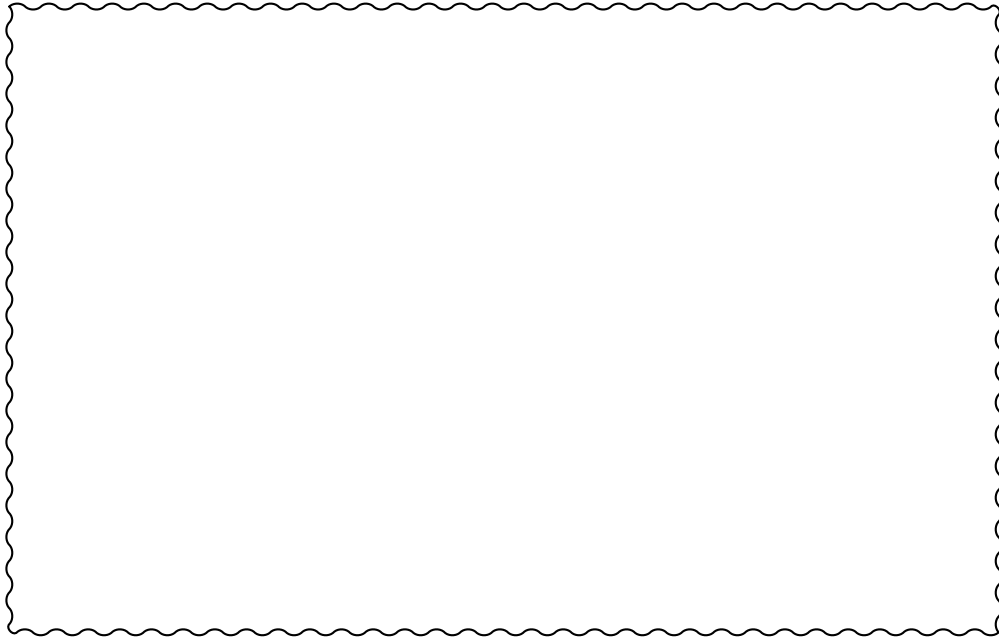
# WRITING WORKSHEET

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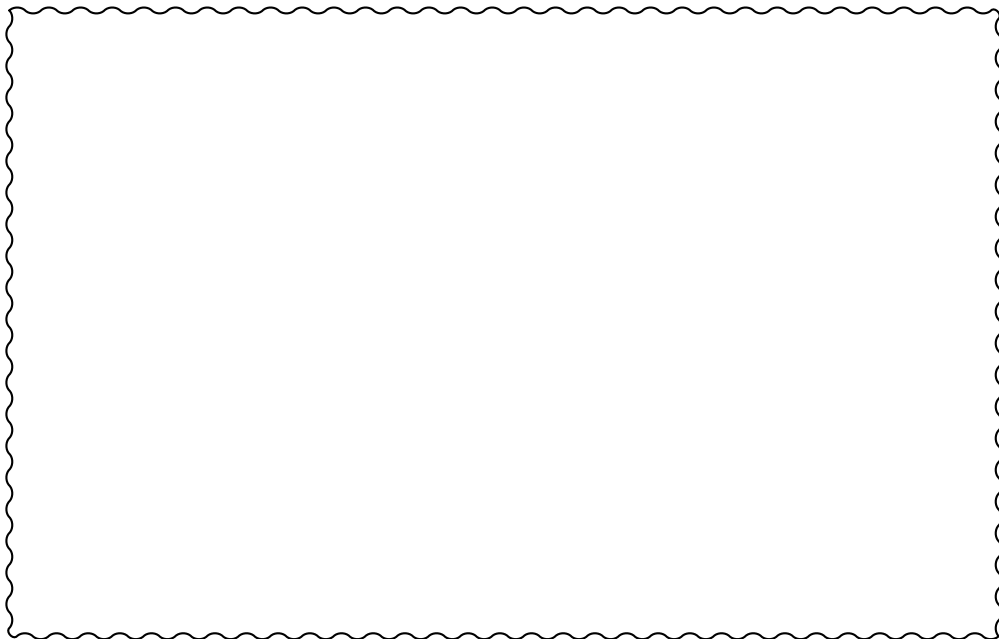
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# FINDING OUR SIMILARITIES



# ACCEPTING OUR DIFFERENCES



## **ABOUT THIS GUIDE**

This guide enhances the ELA curriculum by providing supplemental learning opportunities alongside quality children's literature, engaging students as they listen to expressive read alouds.

Suggested story related activities in this guide are aligned with ELA Common Core Standards.