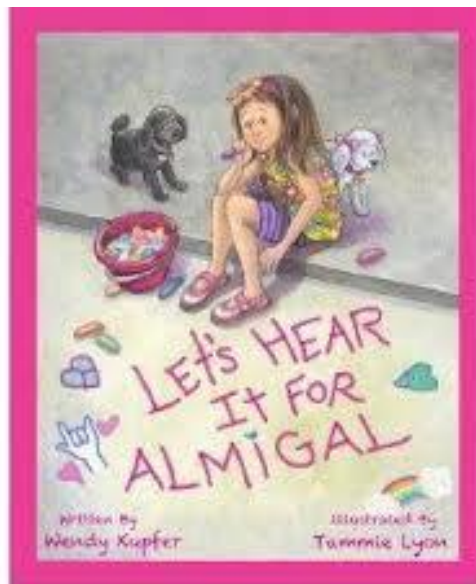


A Discussion and Activity Guide for

Let's Hear It For Almigal

Written by Wendy Kupfer

Illustrated by Tammie Lyon

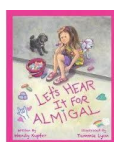


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Discussion Questions for Let's Hear It For Almigal!

*Hi, my name is Almigal...And I am absolutely, positively the luckiest girl in the world...
Because I have so many friends and each one is different.*

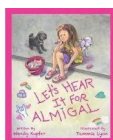
1. How can having different types of friends make someone feel lucky?
2. Look at the picture of Almigal and Willie drawing pictures.
 - a. Can you name five ways that they are the same?
 - b. Can you name five ways that they are different?
3. Look closely at the illustration of Almigal.
 - a. Are there ways that she is the same as the other children in the picture?
 - b. Are there ways that she is different?
 - c. What ways are you the same as the children in your classroom?
 - d. In what ways are you different?
 - e. How do the similarities and differences make you feel?

I have a best friend who is just like me! Penelope and I both wear hearing aids to help us hear.

1. Earlier Almigal said that she was lucky to have so many friends who are different than one another. Now she is saying that her best friend is just like her, not different.
 - a. Why do you think she's saying this?
 - b. Do you think their need to wear hearing aids causes them to become closer friends?
 - c. Why do you think this might be so?
2. Does being 'special' and being 'different' mean the same thing?
3. Think about your own closest friends.
 - a. In what ways are you different than each other?
 - b. In what ways are you the same?
 - c. Are you different than Almigal and Penelope?
 - d. Are you the same?

But you know what? Some days I don't feel even a little bit lucky. Some days I think to myself, "Why don't all my friends wear hearing aids?"

1. Why is wearing hearing aids a problem for Almigal?
2. How is being different in this way troublesome for her?
3. Do you ever have days that you don't feel lucky?



4. Do you ever feel like you're missing out on special things?
5. Why does Almigal wish all of her friends wore hearing aids?
6. How would things be different for her, if they did?
7. What do you think it is like to wear hearing aids?
8. Can you think of how wearing hearing aids can be a good thing?
9. Can you think of how wearing hearing aids would not be any fun at all?

So guess what? Good news.

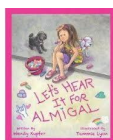
1. What good news does Dr. Paisley have for Almigal?
2. Why would Almigal want to wear cochlear implants?
3. What are cochlear implants?
4. How do you think Almigal feels about this good news?
5. How would you feel about this kind of news?
 - a. Good?
 - b. Bad?
 - c. Confused?
 - d. Excited?

I hugged myself super tight because I felt so happy inside.

1. Look at the illustration featuring Almigal and her friends. Why is Almigal so happy?
2. What did Almigal have to experience in order to get her cochlear implants?
 - a. Physically?
 - b. Emotionally?
 - c. Personally?
3. How is Almigal now the same as her friends?
4. How is Almigal now different than her friends?

Dr. Paisley reminded me, "Almigal, you have to take extra special care of your implants..."

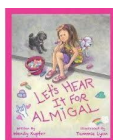
1. What does Dr. Paisley warn Almigal never to do?
2. Did Almigal follow Dr. Paisley's instructions?
3. What was the consequence of her action?
4. What do you think will happen to the implants if they get wet?
5. Almigal does another irresponsible thing later in the story. Can you remember what she does?
6. Cochlear implants are very, very, very special things. Almigal must learn to be more responsible with them. What sorts of things does she need to do?
 - a. At home?



- b. At school?
 - c. Playing with her friends?
 - d. Playing with Buster and Lucy?
- 7. Are there things in your life that you have to be very careful with?
 - a. What are they?
 - b. How do you take care of very, very, very special things?
- 8. Do you have a word of advice for Almigal?

Because cochlear implants are my very best ears ever! FOR REAL!

- 1. How have cochlear implants changed Almigal's life?
- 2. How are things for Almigal –
 - a. At home?
 - b. At school?
 - c. At dance class?
 - d. With her friends?
- 3. Have the cochlear implants caused Almigal to grow up a little bit? If so, in what ways?
- 4. In the end, with cochlear implants, is Almigal any different than her friends? The same?
- 5. Do you think that Almigal is really the luckiest girl in the world?



Finger Spelling

Penelope can speak with her voice and her hands. (Speaking with your hands is called “sign language” and “sign language” is supremely awesome.)

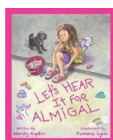
People use sign language to communicate without using their voices. There are a number of ways to use sign language. One way is to finger spell.

Study the guide on page 7. Notice that each letter of the alphabet and the numbers from one to ten are represented by a particular hand and finger formation. Observe the formations closely. Try to finger spell your ABC's!

For more finger spelling fun, turn to page 8 and follow the instructions below.

- Print page 8.
- You will need a pencil or a pen to complete this exercise.
- Notice the series of horizontal blocks – empty blocks over those with finger spelled letters below.
- Use the guide printed on page 7 to discover the letter represented by the finger spelling below.
- Write the correct letter in the blank space above the block containing a finger spelled letter below.
- Answers to the fill-in-the blank words can be found on page 15. Once you've checked your work, finger spell the words you've discovered using your own hands.

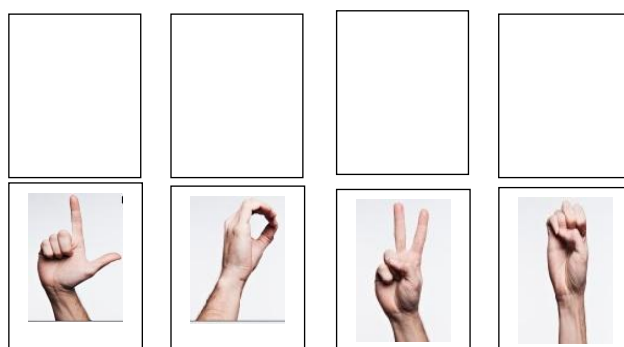
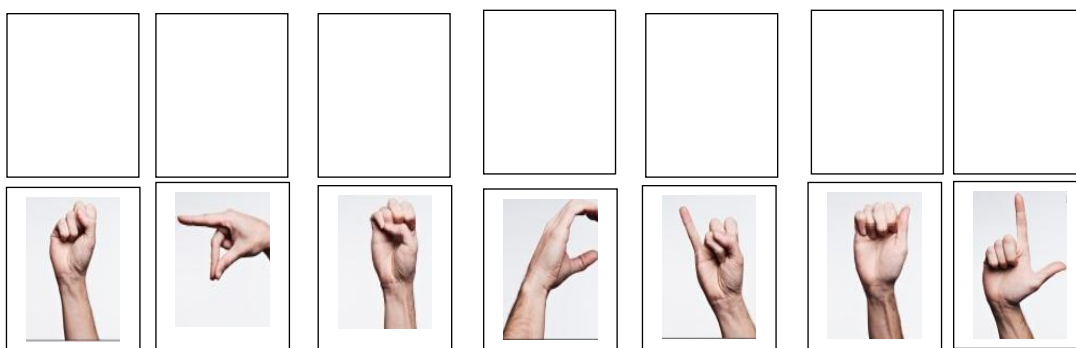
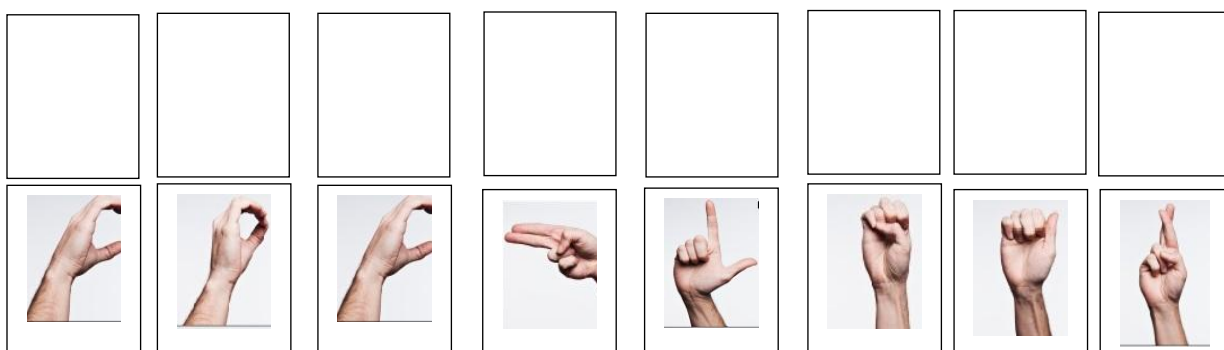
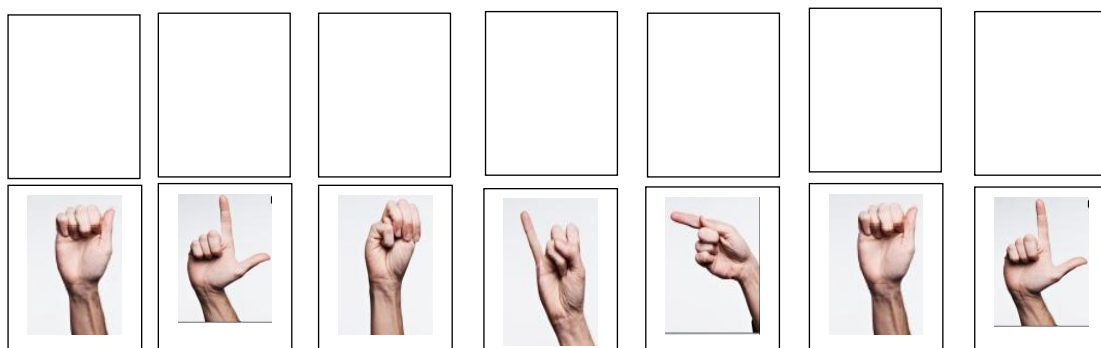
Why stop at this lesson? Finger spell anything you'd like to!



The Finger Spelling Alphabet and Numbers



Finger Spelling



Homemade Sidewalk Chalk

Materials:

- Toilet paper roll molds
- 1 cup Plaster of Paris
- 1 cup water
- Powdered Tempera Paint
- Wax paper
- Disposable mixing bowl
- Plastic spoon



Procedure:

- Mix Plaster of Paris and water.
- Add powdered tempera paint. Stir until desired color is achieved.
- Pour mix into toilet paper molds standing one end of the toilet paper roll on a piece of waxed paper, serving as a foundational base for the drying plaster.
- Allow plaster to dry **completely**.
- Remove from molds when completely dry.



Have fun!!!!!!



Let's Hear It For Almigal Folder Game

Objectives:

- To reinforce reading comprehension.
- To reinforce cooperative game-playing skills.
- To have fun!

Materials:

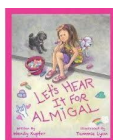
- One letter-sized manila file folder
- Folder game printouts found on pages 12 to 14
- Glue sticks
- Pencil
- Large paperclip
- Markers to decorate game cover
- Lamination (if desired)
- 2 to 4 small objects to serve as game piece movers (i.e., buttons, coins, pebbles, etc.)

Preparation:

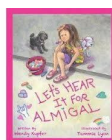
- Print the Cover Page (page 12), Spinner page (page 13), and the Game Board (page 14).
- Gather the file folder, glue stick, and scissors.
- Trim the Cover Page on the dotted line.
- Glue Cover Page to the front of the manila file folder.
- Decorate the Cover Page with markers, if you'd like.
- Trim around the dotted line of the Spinner.
- Glue the Spinner to the right-inside portion of the file folder.
- Glue the Game Board on the left-inside portion of the file folder.
- Laminate game folder, if desired.
- To make the spinner, bend paper clip in a 's' formation.
- Lay one curved end of the paper clip in the Spinner's center black dot.
- Place the point of the pencil inside the on the black dot on the paper clip's inner curve.
- Flick the outer curved edge of the paper clip, causing it to spin around the pink circles.

Game Playing Procedure:

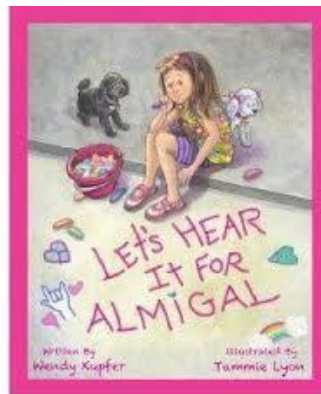
- Decide the order players will follow while playing.
- Place the game pieces (the movers) on the green circle labeled 'Start Here'.
- A player spins the paper clip and pencil spinner and moves along the game board in the designated number of spaces.



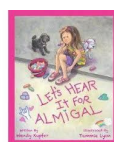
- Some of the green circles contain specific instructions based on various plot points of the story. Comply with the instructions printed.
- The player who travels the entire game board and lands on the **Let's Hear It For Almigal** book jacket win the game!

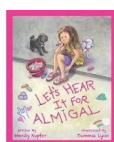
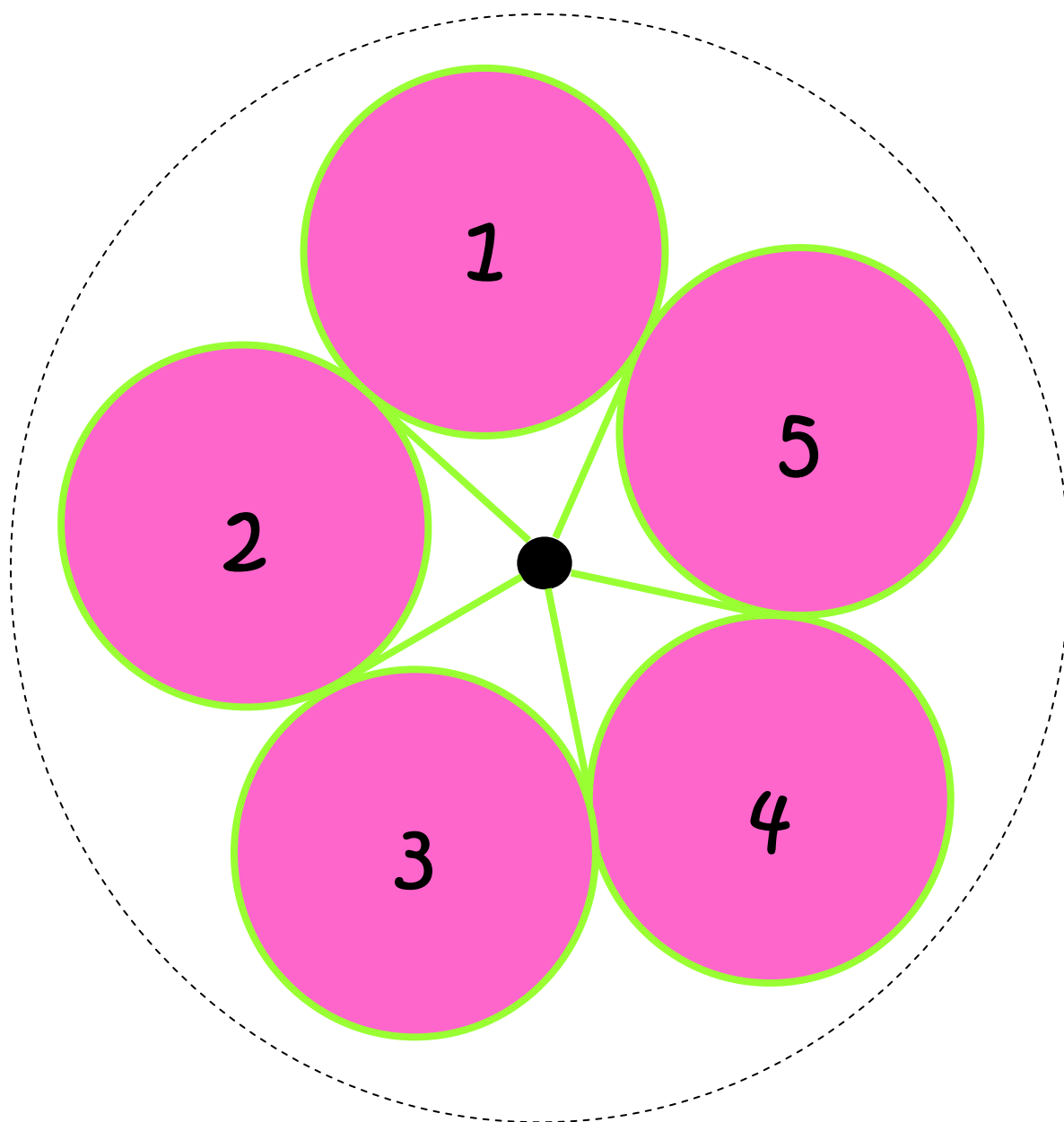


Let's Hear It For Almigal



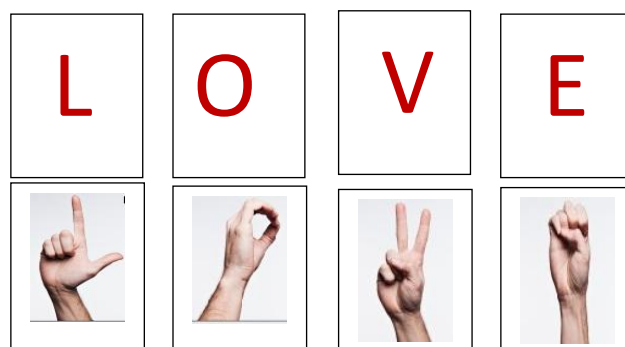
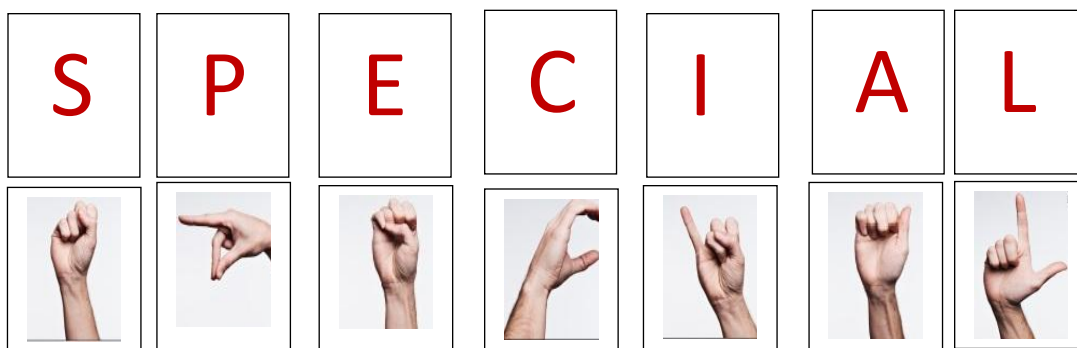
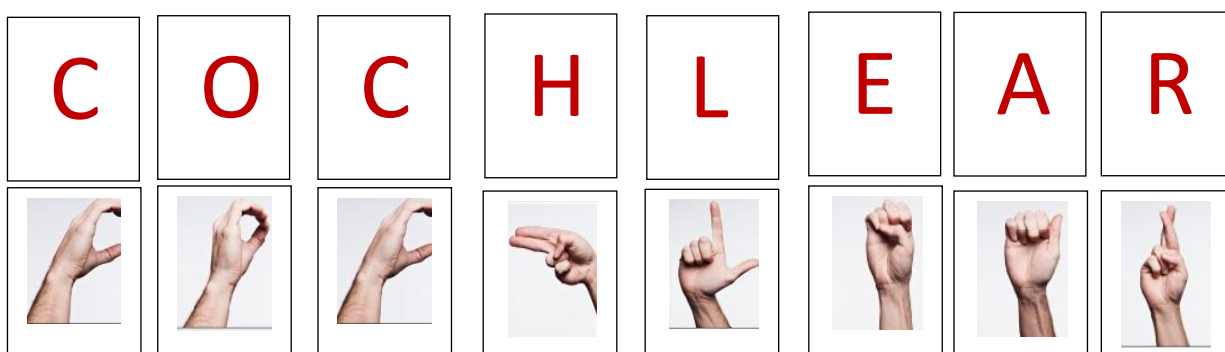
A game made by







Finger Spelling (Answers)



CCSSI Annotations

Key Ideas and Details

RL.K.1: With prompting and support, ask and answer questions about key details in a text.

RL.1.1: Ask and answer questions about key details in a text.

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.K.2: With prompting and support, retell familiar stories, including key details.

RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.K.3: With prompting and support, identify characters, settings, and major events in a story.

RL.1.3: Describe characters, settings, and major events in a story, using key details.

RL.2.3: Describe how characters in a story respond to major events and challenges.

RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.3.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

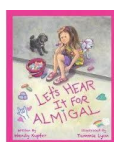
RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.5.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Integration of Knowledge and Ideas

RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.



RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RL.1.9: Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

RL.K.10: Actively engage in group reading activities with purpose and understanding.

Key Ideas and Details

RI.K.1: With prompting and support, ask and answer questions about key details in a text.

RI.1.1: Ask and answer questions about key details in a text.

RI.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.K.2: With prompting and support, identify the main topic and retell key details of a text.

RI.1.2: Identify the main topic and retell key details of a text.

RI.K.3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.

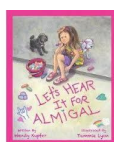
RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.



RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Integration of Knowledge and Ideas

RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.1.1: Use the illustrations and details in a text to describe its key ideas.

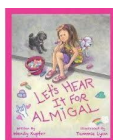
RI.K.9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Range of Reading and Level of Text Complexity

RI.K.10: Actively engage in group reading activities with purpose and understanding.



Acknowledgements

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