

# LEARNING RESOURCES

LEVEL: YEARS 2, 3 AND 4

## You're SO Amazing!

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### Reading guide & follow-up lesson plan

**Subject:** Language.

**Topic:** Disability and Disabled Children

**Duration:** 1-2 days lessons: 40 min each

**Focus:** Normalising Disability

**Level:** Years 2, 3 and 4



## Teacher's notes

Not to expect or pressure any disabled children in the classroom to share their experiences for the class during this lesson. Also, some children may not choose to identify as 'disabled,' and that's up to them.

### Specific learning points that may naturally arise during reading and follow up lesson

- Disabled children and adults should be given space to go about their business without having people stare at them, ask them questions, or make a fuss about them participating.
- It is normal to have questions and be curious when you see someone who looks different from you, but save those questions for later and ask a trusted adult to help you learn more about it.
- This story functions as a window for non-disabled students to empathize with what their peers may be experiencing and consider how they might be more inclusive and welcoming on the playground.
- This story functions as a mirror for disabled students to see their own experience and lets them know that their challenges are valid, and shared by others.

### Essential background knowledge

- There are many different kinds of disabilities. Some are visible, which means that we can see them when we look at the person, and some are invisible, which means that we can't see their disability. Either way, a disabled person's disability is normal for them.

### Accommodations & modifications

- Partially sighted or d/Deaf students should be given a spot closer to the book.
- Students who require a stimming aid should have access.
- Students should be given the opportunity to look at the book independently later.

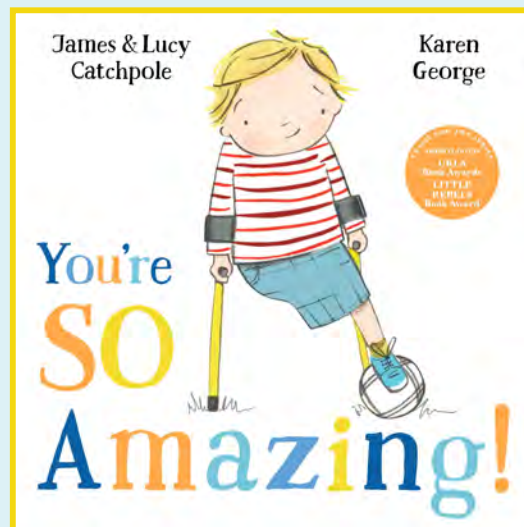
You're SO Amazing!



Before  
reading

What/who do you think is going  
to be amazing in this book?

Why?



### Making inferences / activate prior knowledge

- Minds on: Ask students in their journals to write out what they think the word 'amazing' means, and examples of 'amazing' things that people can do. This can be done in partners or small groups.
- Make predictions: What do you think this book is about? Why?

### Prompt:

As I read, *You're So Amazing*,  
I want you to decide if the boy in  
the cover is indeed amazing? Make  
sure you are able to explain why.

You're SO Amazing!



# During reading

When reading out loud, stop to clarify and to check for understanding.

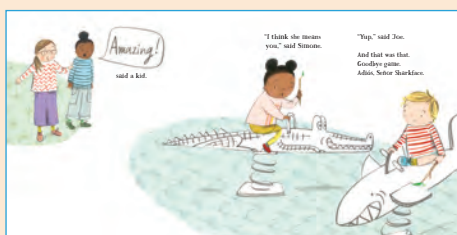
And as the story goes on, encourage empathy by asking students if and how their own experiences relate to Joe's.

## Activate prior knowledge/ build background knowledge

- Joe and Simone play "Doctor Crokchops vs Senor Sharkface Pirate Grudge Fight". Have you ever played a similar imaginary game? What was it?



- Joe stops playing his game with Simone. Why? (people keep interrupting to tell him he is amazing)



- Have you ever been called amazing? How did you feel about it? (likely answer: it felt GOOD!)
- But how does Joe feel about being called amazing? Why? (he's just doing ordinary things and can't understand why everyone thinks he's being amazing – so he feels uncomfortable)

- Has anyone ever said something about you that sounded like a good thing, but which made you feel uncomfortable? What was it? (a good example might be if kids have been called 'cute')
- Later, when Joe is hiding, someone calls him something different. What does he say? ("Poor kid") Why does he say that? (he thinks Joe must be feeling left out and he feels sorry for him)



- Is he right? (NO! Joe was just hiding and it was his game.)
- So Joe's game gets interrupted again, first by people telling him he's amazing, and then by someone feeling sorry for him. And what do these interrupting people have in common? (they all treat him differently and single him out from the other kids, because he has one leg - because he has a disability)
- But here's the thing. Joe is just like all the other children - he's just like you (students). The only difference is that he has one leg.



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## During reading (continued)

When reading out loud, stop to clarify and to check for understanding.

And as the story goes on, encourage empathy by asking students if and how their own experiences relate to Joe's.

- We all have things that make us different. You can give examples of things that make you different or made you different as a child, perhaps something you felt self-conscious about. Then you can ask students for examples from their own experience.
- You can explain to the class that just like Joe, you felt bad, embarrassed, angry when people pointed out that difference.
- Then Yui comes along and invites Joe to play football. Why does he start to feel happy again? *(because Yui doesn't call him amazing – he just plays with him just the same as with any other kid)*
- And finally, why is Joe happiest with his friends? *(for them, he is normal: he's not Amazing Joe or Poor Joe – he's just Joe)*



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After  
reading



### Comprehension: Summarising/ identifying the main ideas

- Students complete Story Map independently and answer questions:

Use this example map template, or create your own:

<https://www.readnaturally.com/userfiles/ckfiles/files/story-map.pdf>

- Ask and discuss with the class, 'why did Joe not like being called 'Amazing?'. How can this story affect how we treat other kids we meet on the playground who are disabled?

### Sharing ideas and follow-up discussion

- Students who wish, can share their story maps with the class.

### Reflecting on our learning/ conclusion

- Read the letter from James and Lucy at the back of the book to help students understand the authors' intention.
- What is the main idea in this book? What do you think James and Lucy Catchpole wanted you to understand?

### Further resources to support this discussion:

- **thecatchpoles.net** Article: 'How to Talk to Your Child About Disability'
- For more recommended picture books with disability representation see James and Lucy Catchpole's selective list: <https://thecatchpoles.net/2020/08/10/disability-in-kids-books-a-list-by-two-disabled-people-in-publishing/>

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