

# LEFT OUT

## Curriculum Guide



### Left Out

*Tim Green tells a heartfelt and moving story about a deaf boy's journey to change how others see him—both on and off the football field.*

*All Landon Dorch has ever wanted is to be like everyone else. His deafness has been an obstacle all of his life. But now he finally sees his chance to fit in. Bigger and taller than any other seventh grader in his new school, Landon plans to use his size to his advantage and join the school's football team. But the same speech problems and the cochlear implants that help him hear continue to haunt him.*

*Just when it looks like Landon will be left out of football for good, an unlikely friend comes along. But in the end only Landon can fight his way off the bench and through a crowded field of bullies bent on seeing him forever left out.*



### Tim Green

*After studying writing at Syracuse University where he was an All American football player, Tim was drafted in the first round of the NFL draft by the Atlanta Falcons where he was a top defensive player for eight years.*

*While Tim played in the NFL, he also studied law and began his writing career. In addition to those two jobs, he began working as a television broadcaster for FOX NFL Sunday and other shows, including Good Morning America, Court TV, A Current Affair, and most recently, Find My Family.*

*Tim has visited over 1000 schools and spoken to nearly a half million students across the United States about the importance of education and character, in addition to the joys and benefits of reading!*

*Tim lives with his wife, Illyssa, their five kids, and three dogs in Upstate New York. When Tim isn't writing, he enjoys boating, fishing, hunting, reading, and spending time with his family and friends.*

## Common Core Connections

### CCSS.ELA-LITERACY.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

### CCSS.ELA-LITERACY.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

## Before Reading

Students will play Go Fish in order to gain a deeper understanding of the challenges of communicating in a nonverbal way. This activity will be followed by a reflection writing activity. Do a YouTube search for “How to play Go Fish A.S.L.” for a video to show students or refer to this link:

<https://www.youtube.com/watch?v=BufC2c1PRm8> . Refer to [www.signingsavvy.com](http://www.signingsavvy.com) for additional help on learning ASL for Go Fish.

Directions for Go Fish:

- Each student receives five cards. A regular deck of cards may be used or Go Fish cards located in the back of this guide. The remaining cards are placed in the center of the table to be used as the Go Fish pile.
- Moving clockwise and using ASL, each player will ask another player of his or her choosing if that player has a match for one of the cards in his or her hand.
- If the player has the card, then the card is given to the person who asked for it. If the player does not have the card, then he or she must tell the other person, “Go Fish,” using ASL to communicate.
- When a player finds a match, the cards are placed on the table in front of the player. The same player continues to ask others for matches until he or she is told to Go Fish.
- When one is told to Go Fish, the player takes a card from the Go Fish pile in the center of the table. If one draws a match, then that person places the match on the table in front of him or her and continues his or her turn by asking another player for another possible match.
- If a player runs out of cards, the player takes five new cards from the Go Fish pile. If there are no cards left in the Go Fish pile, then the player is out of the game.
- Once everyone has played as many cards as possible, the player with the most matches is the winner.

Directions for reflection activity:

Ask students to first discuss how they felt when playing the game and were unable to talk to one another during the game.

- Give students the following writing prompt to respond to:  
How would your typical day be different if you could not hear clearly and needed to rely on other methods of communication?

## Disability Does Not Mean Inability

The following YouTube video is a great hook for the themes in *Left Out*. Go to

<https://www.youtube.com/watch?v=svzPm8IT36o> or search for “Typewriter Artist” by John Stofflet.

This four and a half minute video clip shows a man who makes stunning pictures by using a typewriter.

This man, Paul Smith, was born with cerebral palsy. After watching the video, you may want to ask students the following questions:

- What is amazing about Paul Smith?
- How do people treat Paul Smith?
- What does Paul Smith teach you about people who may be different from you?

## During Reading

Name \_\_\_\_\_

### *Left Out* by Tim Green

Directions: After reading the quote or writing prompt on the left, write your thoughts in reference to the quote or prompt on the right. If the left side says, "Quote of your choice..." you select a quote from the chapter range indicated to respond to.

Quote of your choice from chapters 1-10.	
Chapter 4: "Removing the external equipment for his implants was the most powerful statement Landon could make. He was cutting off his sister, cutting off the entire world. Now, none of it mattered, and as long as he refused to read their lips, no one could bother him."	
Quote of your choice from chapters 11-20.	
Chapter 17: Landon had a different experience during football practice than he expected. Has that happened to you? Have you ever wanted something so bad, got it, and realized it wasn't what you thought? What was it and how did you handle it?	

Quote of your choice from chapters 21-30.	
Chapter 28: “Tears coursed down her cheeks, glittering in the yellow light that seeped through the shade from his nightstand lamp. They dropped onto his blanket, and he knew that if he weren’t deaf, they would make a sound he could hear.”	
Quote of your choice from chapters 31-40.	
Chapter 32: “Landon was stuck with who he was, and now, <i>what</i> he was.”	
Quote of your choice from chapters 41-50.	

<p>Chapter 42: What does Genevieve see in Landon that he doesn't see in himself?</p>	
<p>Quote of your choice from chapters 51-60.</p>	
<p>Chapter 55: "You don't want more trouble. But sometimes trouble's what it takes." What did Mr. Edwards, Landon's teacher mean by this? Can you think of some other times in history when trouble was needed to make change?</p>	
<p>Quote of your choice from chapters 61-70.</p>	
<p>Chapter 61: "He just needed people <i>not</i> to be mean."</p>	

Quote of your choice from chapters 71-80.	
Chapter 74: “Everything is a story, and we are the authors of our own lives.”	
Quote of your choice from chapters 81-95.	
Chapter 95: “No way. Right tackle only.... No more left out.”	

**TOUCHDOWN!**

## After Reading

### Silent Conversations

This after-reading activity requires students to reflect about their reading and share ideas with their peers. This activity can be done in many different ways. Ultimately, students will individually and silently respond to open-ended questions about *Left Out* and then silently interact with other students about those responses. This is a great activity to help students think about the book and give their thoughts publicly. The questions are listed below as well as various options for the organization of the activity.

#### Silent Conversation Questions

- Who is the hero of the story? Why?
- What is the best way to stop a bully?
- What is the most important quality in a good friend? Name a character in the book who had this quality.
- Does social media help or hurt teenagers? Defend your answer.
- If you could give Landon's mom and dad any advice, what would it be?
- How would this story be different if it had been told by Genevieve?
- What do you think happens to Landon after the book ends? What does his future look like?
- If you could be one character in the book for a day, who would it be? Why?

#### Silent Conversation Activity Options

**Pass Around:** Print each of the 8 discussion questions on the top 8 different sheets of paper (1 question per paper). Copy those pages until you have one paper for each student (example: in a class of 40, you would need 5 copies of each question to total 40 sheets). Each student will have his or her own paper with a discussion question at the top. Each student will take 2 minutes to write a response to the question on his or her paper. At the end of 2 minutes, students pass their papers one person to the right. Students have 2 minutes to respond to the question on that paper, or students may respond to the written response from the student before. Repeat these steps 7 or 8 times. After 7-8 passes, have students return the paper to the original owner. Have the original owner of the paper write a paragraph reacting to the responses on his or her paper. Another response option is to have students record themselves using a movie making technology tool such as VoiceThread, iMovie, etc.

**Butcher Paper Groups:** Move the desks in the classroom into groups of 4. Put each group of 4 desks together to form a table. Cover each table with a piece of butcher paper. Place one question in the middle of each table. Four students will be sitting at each table and students

have 2 minutes to respond to the question at the table by writing on the butcher paper. At the end of 2 minutes, students get up and move to a different table. Students can take 2 minutes to respond to the question at the table or students may respond to the response of other students. Students will rotate 6-7 times. At the end of the rotations, students will go back to their original seats. Students can then read their responses to their original response and write a paragraph reacting to those responses.

**Online Discussion:** Teachers can set up the silent conversation questions using an online forum such as Google Classroom or a wiki. Students will respond to at least 3 questions and then respond to at least 4 student responses.

**Bulletin Board Discussion:** Teachers hang the questions on paper-lined bulletin boards. Students can then respond right on the bulletin board paper. Students can see what other students are thinking and writing.

### Final Project

This final project integrates a picture book and a service project with the learning from reading *Left Out*.

1. Read the book *Somebody Loves You, Mr. Hatch* by Eileen Spinelli to the class.
2. Discuss the book, using the following questions:
  - a. How does Mr. Hatch find happiness?
  - b. How are Landon and Mr. Hatch the same?
  - c. Many people from Mr. Hatch's town care about him and help him feel special. Who are some characters from *Left Out* who help Landon feel special?
3. Watch the following videos about Jake Olson, a blind football player:
  - a. [https://www.youtube.com/watch?v=Fzjn\\_deyqWI](https://www.youtube.com/watch?v=Fzjn_deyqWI) or search [USC blind long snapper Jake Olson practices with Trojans](#) on YouTube.
  - b. [http://espn.go.com/los-angeles/college-football/story/\\_/id/13661297/blind-long-snapper-jake-olson-says-join-usc-trojans-player](http://espn.go.com/los-angeles/college-football/story/_/id/13661297/blind-long-snapper-jake-olson-says-join-usc-trojans-player) or search [Blind long snapper Jake Olson says he will join Trojans 'as a player'](#) on YouTube.

4. Discuss the videos and ask the following questions:
  - a. How did Jake face his challenges?
  - b. Who helped Jake face his challenges?
5. After reading and discussing the picture book, you may want students to do the following service project. The handout below is something that you can give to students.

### **Proactive Kindness Service Project**

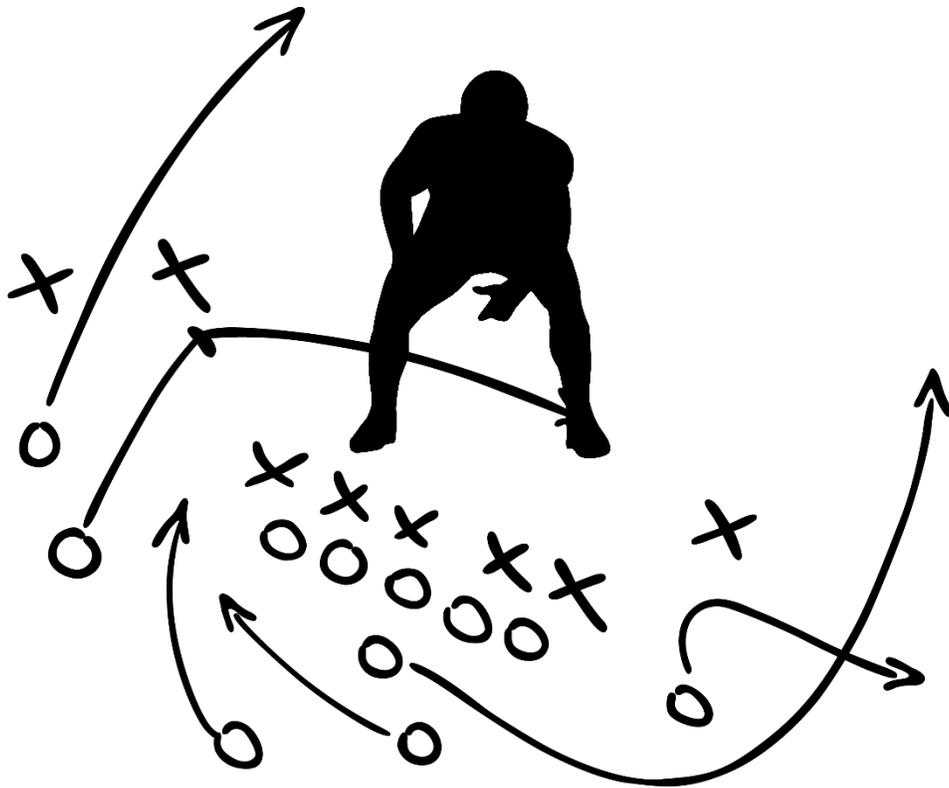
Proactive kindness is the act of purposely doing something kind for someone and not expecting anything in return. This week you are going to do an act of proactive kindness for someone. Follow these steps to complete the project:

1. Think about the act of kindness you want to do. An act of kindness doesn't have to be a project that takes a long time. This act of kindness does need to be something that will help someone who needs a little help. This act could be having a conversation with someone who looks lonely, helping a teacher, doing a chore at home that would take stress off of your family. Think about something meaningful that you can do to help someone else.
2. Do this act of kindness. You will need to do this act of kindness in the next 5 days.
3. When you are done, write a paragraph response answering the following questions.
  - a. What was the act of kindness you performed?
  - b. How did it benefit another person?
  - c. How did you feel when you helped someone else?
  - d. Why is it important to help other people and show kindness?
4. Bring your response to class and be prepared to share your ideas in a class discussion.

## Additional Resources

Combining informational text articles with realistic fiction is a great way to create text to world connections. Newsela.com is a fantastic resource for short nonfiction articles. Every article on Newsela can be differentiated by 5 different Lexile levels. To fully access all the articles, you must create a free account. The following articles have great connections with the book *Left Out*:

- Inability to Hear Doesn't Mean an Inability to Own a Business
- Top Young National Spelling Bee Contestant Was Born Deaf
- Football Fan Lost His Sight, but Kept His Dream
- No Legs, No Problem for Alabama Teenage Wrestler who Went 37-0
- Top Young National Spelling Bee Contestant Was Born Deaf
- More Cyber Bullying Victims Seeking Help From Their Parents
- Taking Classes Online to Avoid School Bullying
- Opinion: Basketballs Jeremy Lin Learned to Ignore the Bullies

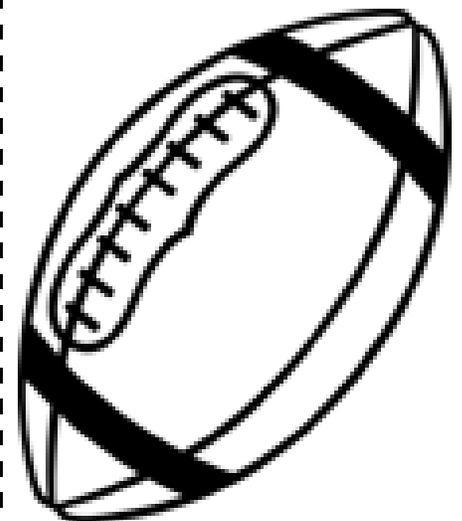
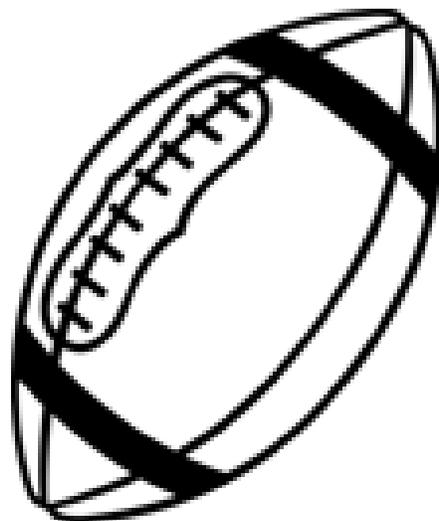


# LEFT OUT



**20-20-**



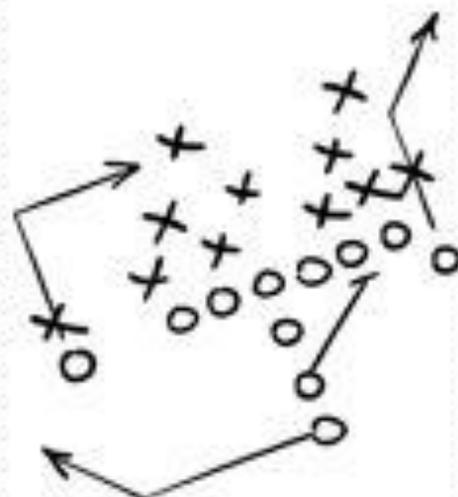
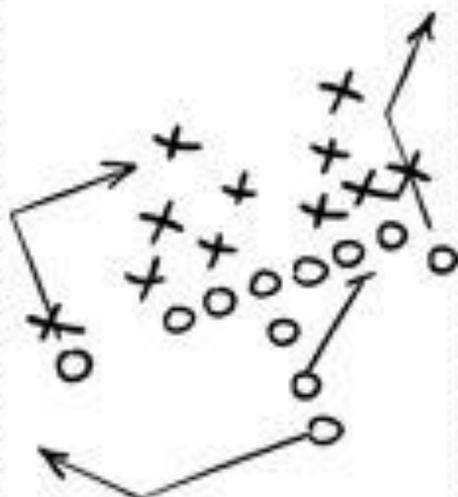




**TOUCHDOWN!**

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**40-40**



**FOOTBALL**

FOOTBALL

5050



FOOTBALL

FOOTBALL



**Left  
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